

# CHILD STUDY

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# H E A D L I N E S



The speeches delivered at the second part of the Child Study Association's Annual Spring Institute form the basis for the main articles in this issue on "Discipline in Modern Education."



Dr. W. Carson Ryan, who is President of the Child Study Association of America and Chairman of the Division of Teacher Training, University of North Carolina, made the introductory address. The other speakers were Burton F. Fowler, Principal, Germantown Friends High School; Goodwin Watson, Professor of Education, Teachers College, Columbia University; Fritz Redl, Associate Professor of Group Work, Wayne University, and Sidonie Matsner Gruenberg, Director of the Child Study Association of America.

The "Science Contributes" article in this issue is by Flanders Dunbar, M.D., of the Departments of Medicine and Psychiatry, Columbia University Medical Center and editor of the *Journal of Psychosomatic Medicine*.



The Fall issue of CHILD STUDY, which will be published in November, will consider "New Attitudes Toward Sex Education."



## EDITORIAL

IN THIS matter of discipline and education, most of us have divided feelings. We would like to have our cake and eat it too. We would like to have our children be both conforming and creative, to develop to the fullest their own unique capacities and yet behave in ways which are mannerly and unobtrusive, that is, ways which will win the approval of the neighbors. In school we would like them to be steeped in the classic learnings and also be sensitive to all the problems of the present and equipped to deal with them. Because of these urges in many directions, we have been unable to make up our minds what we really desire for our children, and our education has come to a state of confusion.

ALL OF US remember that educators have offered us a succession of fads, turning now this way, now that. This back and forth swaying is an inevitable part of straining toward alternative values.

IN RECENT years, the most vocal fad has been the assault on "progressive education." This has become the scapegoat for all our failures, even though it never has attained sufficient acceptance (and certainly not sufficient practical demonstration) to show what it really has to offer. It is true that many educational crimes have been committed in its name. "Progressive education" has sometimes served to cloak slovenly teaching lack of fundamental knowledge, even the absence of educational goals. We cannot, however, judge either this or any other movement by its flagrant misuse. The noisiest fad today is the alarming call



to return to the past—to retreat from our present confusions, which means also to retreat from whatever gains our civilization has managed to accumulate in half a dozen centuries.

AN ISSUE is made between “freedom” and “discipline” as if the two were incompatible; we are urged to find a middle ground. Yet discipline is inherent in maturation as well as in education, and it is a necessary condition of freedom. If we cannot attain freedom by minding our own business from infancy, neither can we acquire discipline through assorted packages dispensed by persons in authority. Discipline arises from the very nature of the tasks to be done, the situations to be met. For a growing child, discipline is a concomitant of his growth.

WE CANNOT think of modern education merely as a bundle of new mechanics for teaching, a new formula for school procedure, or a new syllabus. When all the children are at school, education must mean an integration of information, necessary guidance, and understanding the backgrounds of the children’s living experience.

TODAY education in the home, as well as in school, has to look for the sources of our confusions and our contradictory demands. In one sense, the war itself is the culmination on a global scale of the conflicts between the individual’s desire to go his own way, to live his own life, and the equally imperative need to live with others. Unless we are satisfied to let self-appointed authorities allot each of us our place, and tell the rest of us what we may or may not do, we must find an education that will help the child develop what is essentially important for him as a person, and at the same time important for him as a member of the community and of the highly social human race.

THE EDITORS

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# Changing Ideas of Discipline

By W. CARSON RYAN

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IN A LETTER that General Eisenhower recently sent to the men poised for invasion of Europe, he emphasized that only a self-disciplined army can win battles. This is so different from what we are sometimes told about the military point of view, that I would like to use it as a text. General Eisenhower said:

"The duty of every company commander is to know all his men, their qualifications, their problems, their habits and their personalities."

We must think of this problem of discipline as not just a school question, or a home question, or a problem in the Armed Forces, but as a problem that involves world social control. Simply stated, it is a problem of trying to find the best ways in which human beings of every age can learn to be members of a decent human society.

Recently I read a curious document by a man named Cooper, published about a hundred years ago, called "Flagellation: Or the History of the Rod," which described in hideous detail some of the ways that for thousands of years we have tried to control and change human behavior.

If you read books like these, you get a curious story of the first efforts to change human beings, to modify and to improve human behavior by physical violence as almost the only means. It would be a funny story if it weren't at times so tragic. Erasmus was almost broken physically as well as mentally and emotionally, by a devoted schoolmaster, who felt it was important to beat him continuously.

You can't consider this modern problem of human behavior with its scientific and spiritual possibilities, unless you think of this long and difficult background in which physical violence was almost the only means of changing human behavior, and it was duly authorized as a means of accelerating the process of learning.

I think the most amazing picture that I got in my little attempt to run down this ancient method of control is given in a book by the essayist, Logan Pearsall Smith, of Quaker family, in Philadelphia. He takes from his mother's diary the words that she used when he was four months old. What she said was something like this: "Logan and I"—he was four months old—"had our first regular battle today, and

he came off conqueror, though I don't think he knew it. I whipped him until he was actually black and blue, until I could not whip him any more, and he never gave up one single inch."

Of course there always were a few voices differing with that point of view. You may possibly remember that Cyrus Pierce, the head of that first state normal school in Massachusetts, told Henry Barnard that one of the reasons he had for founding the school was that he felt there was a call for a higher training and discipline in our schools. He felt that the appeal to the rod, to a sense of shame and fear of bodily pain so prevalent in them, had a tendency to make children mean, secretive, vengeful, instead of high-minded, truthful, and generous. And you will perhaps recall in that Quincy experiment in the seventies, the main purpose was to make certain that there would be a place to live in, in the school, that was different.

Francis Parker's scheme abolished at least for a period in Quincy, Massachusetts, what he called the entire repressive apparatus which bribed or threatened children into being industrious and orderly, and he worked with the teachers to build up a real sense of community, in which the pupils learned to live as thoughtful, cooperative, public-spirited.

However, most people in modern schools don't worry too much any more about school discipline as such. They are interested in trying to find out not whether this particular process is wrong, but what are the ways in which human beings can change themselves for the better—to explore all these things against the background of the world at war, against the background of scientific investigation, and moral and spiritual insight into better ways of human living.

Of course, school discipline as such is important, therefore, I, at least, see it not merely as a school problem but because by the very nature of the case we have tried to make modern schools really do something with human living, so that anything we can do in our efforts to understand human behavior, whether we discuss it under the name of discipline or anything else, means that what we do in schools will now to that extent mean progress toward a better kind of living in human society.



# Discipline for Conformity or for Competence?

By BURTON F. FOWLER

IT SEEMS to me that the outstanding characteristic of educators—and by that I include parents as well as teachers—is our lack of courageous conviction. We are like a weather-vane that responds smoothly and cheerfully to every wind that blows. If there is any trade-mark that applies to the teaching profession, I would say that the pendulum or the weather-vane would be suitable. All you have to have is enough people to disagree with us, and we say, "Maybe that isn't what we believed. After all, weren't we stupid five years ago when we said what we said! Those were the early, pioneering days, and now we have more sense."

Ten years ago we thought we had a well-established set of principles of child development, that children might be brought up in the light of their natural characteristics. In school we thought that children's purposes were rather important, and a whole national organization was built up on the basis that teachers could come to understand that people can be really educated only if the purposes of children constitute the kind of catalytic effort that links effort with achievement. In other words, we were developing a general notion of self-discipline.

Well, today the icy blast of external discipline is blowing once more, and we are not so sure ourselves about what we ought to do. Maybe a good deal of conformity is what we need. Maybe most of our troubles have come from the fact that we were an undisciplined nation. Maybe we are not quite sure how competence is achieved in children. So we have gone back not to 1930 or 1925, we have gone clear back to 1900. As Dean Russell said, anybody who wants to make the front page of the New York press has only to come out for McGuffey's Reader.

One of the things we suffer from in this country is our actual fear of democracy, our fear of peace. I suppose no phenomenon is more disturbing in this country than the fact that we are all afraid of what will happen when peace comes. Too many believe that it may be better to have the old autocratic stabilities, a few things we are sure of and get along with, than to try a period of confusion that is bound to result if we live up to our democratic principles.

Also, in education we still rely a good deal upon recipes rather than principles. I don't think we have ever in our profession had wide acceptance of a set of principles or truths and procedures as well defined as those of medicine, for example, or engineering. We have things that we learn, that work, and they go from the state of being a principle to that of being a rule-of-thumb method; and then, after awhile, we forget why we are doing them and maybe decide they weren't so good after all.

Then, of course, there is a war on, and a war advances many things that are scientific, but always sets education back. It would be interesting to follow the cycles of education which have followed our wars, whether it is the voices of teachers, or the voices of D.A.R.s and G.A.R.s and American Legions and Sons of Veterans which are the most vocal and most powerful following these wars. Chiefly that is because the public and returning soldiers so often have a renewed faith in the power of military discipline; and certainly there are few more impressive spectacles that might be called education than military discipline.

In a recent number of *The Reader's Digest* there appeared an article called "Can Our Schools Teach the GI Way?" It seems to be a wonderful idea: Under the GI way they speak French in five to eighteen hours. All the mathematics that a boy needs, this article says, which is now taught in the high school, can be taught in one month! It does add, however, "to a bright boy."

Now that was a sincere article; but aren't the authors thinking of education quite differently from the way we do? They are thinking of education—and this is one of the greatest hazards that faces us at the present time—as a set of tricks. Mathematics, for example, is not thought of as a means of thought or as a philosophy. It is just something where you get the answers quickly so that you can use the slide rule in engineering, and the long view of mathematics is completely lost.

Much of our educational acceleration at the present time is probably cutting out some dead-wood; but there is also the attempt to hurry up maturing processes so that a quick result is secured. This allows



no time for growth, no time for changed attitudes—merely a quick result that looks well on the surface.

Of course, another flaw in that argument is that, because learning is determined largely by motivation, there is no school in the country in time of peace that can ever get the motivation that a boy feels the first fifteen minutes he is in an Army camp; the life and death struggle that every boy knows he faces in camp cannot be reproduced in peacetime, thank goodness. Therefore in peacetime we can never get the results of military training. I think those who believe that setting up national camps for a year in peacetime for eighteen-year-olds is thereby going to turn out this same kind of quick product now secured in camp in wartime are overlooking this point. Some of us had experience with military training after the last war, and we know the steady process of demoralization that resulted. Only as long as the motivation can be kept up will these superficial results take place.

It seems to me our task as educators, whether parents or teachers, is to make our choice. Will we take the easy way, the get-rich-quick way to get some kind of superficial appearance in children that pleases us, and think we have done a good job because it gets a quick result, or will we take the slow, painful, inefficient, thorough, and democratic way?

I should like to give a hypothetical illustration. Suppose you were asked to take over a school, and presumably you have some kind of liberal background so you know what kind of school you want it to become. You go into the school, find the pupils studious, find the school orderly, find it has fine traditions, the graduates are loyal, and it has turned out distinguished alumni. You find, of course, as you look underneath the surface, that there have been a good many expulsions. You find that the teachers feel the heavy hand of administration, but they have become so used to it that they hardly notice it. You find that the school runs very smoothly in the good old totalitarian way. Then you begin by discussing the problems of the school with the children and with the faculty—and you encourage the children to take over responsibilities such as the planning of assemblies, planning their own parties, planning athletics and all of the activities that go on in school. At first they say, "Why do you bother us with those things? We thought that was what the teachers were supposed to do." But after a time they begin to like the idea and a certain new vitality creeps into the school.

But then you feel that the school has been too isolated from the community. They don't know very much about it. So you bring Japanese children into

the school. You manage to have frequent contacts with colored school children. The children go to week-end work camps and live and work with college students, and work in hospitals, and engage in activities. It may be a rural school, a city school, a small-town school. The problems are almost the same.

What happens? Does the public say, "What a wonderful school we have now!" They say, "How things are going to pieces! The discipline is terrible. The school is not nearly as orderly. The teachers are uneasy." They want a little more definite administrative policy in the school. A good many of the teachers, as well as a good many of the students, are tremendously enthusiastic about the new project; few of the parents are. A great many of them say, "The school is slipping."

Now that, it seems to me, illustrates exactly what you are up against when you try to use competence as a goal. You seem to get incompetence. Conformity and competence are so closely allied in the minds of the public. In other words, any plan that you may develop for managing human beings, which places great faith in the dynamic power of human relationships, is not going to look very well on the surface.

My answer to this problem of how to get real competence, when everybody thinks he wants conformity because it is so superficially pleasing, is first to show that history is on our side. We must show that for thousands of years we have been using materials that were based upon the idea of conformity.

SECOND, we must disillusion the public about military discipline in peacetime. Almost nobody is saying anything about it. We have the Nazi model. There it is, and it was admired in this country. Maybe it still is. It was beautiful. Do we want it?

Personally, I am one of those who is not the least bit ashamed of our pre-war generation of youth. I think they were on the way to becoming a great group of people, and they have made the adjustment, this terrifically sudden adjustment to war, in a way that can make us all proud of them and proud of the adaptability that modern education gives. But, after the war is over, we can't go on conditioning them in the military way we have the last two years and have a shred of democracy left.

Third, we must propagandize heavily for pre-school training. It is the little children who count most. Think of all the energy, time, and money being spent upon juvenile delinquency. Hardly one of those problems can be solved except by going back to the

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# Fresh Evidence on an Old Problem

By GOODWIN WATSON

SOMETIME between the middle of 1939 and the end of 1941, many of us began to reconsider the educational, personal and social procedures by which we were living in the light of the life and death struggle which would involve our nation and would involve the young people who had been growing up under our tutelage.

I don't think that it is any necessary reflection upon the steadfast goals and determinations of teachers that we at least opened our minds to the question, Have we perhaps anticipated too easy a life for our young people? Have we toughened them enough for the kind of ordeal that many of them are now facing in distant parts of the earth, and with which all of them are going to have to contend in one way or another at home as well as abroad?

I think it is entirely appropriate that we, as parents and teachers in a period of social demands as great as those of war and the uncertain peace, should re-examine our concept of discipline, of character, or the kind of hard working, hard driving efforts which are demanded by the procedures we ordinarily use, and the kind of human relations which will best sustain those procedures.

Of course, it is quite true that a number of the queries which are being raised today and that get on the front pages of the papers and magazines are being raised by people who were not converted by the wartime situation. They never did like modern methods of dealing with children. Some of them never liked children, and they liked to see the brats kept in their place. Some of them represent men with an unconscious need to overassert their masculinity, making hard-boiled demands in hard-boiled language about this soft and younger generation. Some of them represent women who compensate for a sense of weakness in their own lives, or perhaps of their husbands, by demanding that youth be hardened by more rigorous regime.

These people don't like modern methods at home or in school, and the war, of course, has given them a talking point. But I think that doesn't free us from the necessity to examine again the fate that brought us together in such organizations as the Progressive Education Association and the Child Study Association to see whether we need to add something to our concept or modify it in some way.

One of the first things that we will find when we start this re-examination is that the psychological research done during the past decade does *not* challenge the assumptions on which we have been working. A dozen years ago some of us carried out a study of children who grew up in homes with strict discipline, and compared them with a like group from more indulgent homes. The basis on which the second group were selected was that in the strict homes there were frequent severe punishments, insistence on higher standards than were required by other homes of the neighborhood, strictly supervised, regular recreation, regular chores, regular study habits, regular bedtime, enforced church attendance whether the child liked it or not. All the children in these homes felt they had been given a good deal of attention, a good deal of concern, but not very much praise or encouragement.

The differences between these strictly brought up children and the more pampered ones were consistently in one direction. The harsher homes produced more worried and unhappy children, more strained relations between parents and children, more arguing back and defiance toward parents, more underweight and sickly children, more shyness, more stammering, more quarreling with companions, more sex curiosity, more stealing, more day-dreaming, and later, more broken engagements.

Since that time, so far as I have been able to discover, no psychological study has contradicted this dismaying estimate that laying down the law hard at home is a pretty good way to produce soft and mal-adjusted children.

Under the leadership of Burton Fowler, Progressive Education a number of years ago began its eight-year study of what happens to children in the progressive schools, and compared them with the children carefully matched from homes of somewhat similar level who had gone through more traditional schools. One of the most impressive differences, when it came to the college period, was in the greater independence, self-reliance, and leadership exerted in the college situation by those who had experienced the freer type of discipline in their school.

There have been other attempts here and there to compare traditional and progressive practices in schools, and not even by the standards of technical



competence, that the Army or some people who follow it wish to use, have any of those studies produced an impressive demonstration of superiority for the more traditional methods of discipline and of instruction.

The people, then, who would today carry us back to some other concept of discipline than that which has been represented by the tradition of this Association, not speaking in terms of findings originating from our psychological laboratories or our educational experimentation—are they perhaps speaking of experiences originating primarily in the Army and under conditions of military life?

The first observation we would have to make there is that conditions in the Army are very different from those of homes and schools preparing young people for civilian life. Military training has a tradition of unquestioning obedience. Drill is necessary to make people disregard their own values, preferences, comfort, even the saving of their own lives.

That has to be a terrifically strong pressure to overcome the instinctive reactions which would run counter to it, and yet I think an examination of the practices of our Army and Navy, Marine, and Air Corps groups today produces not the picture of any uniform kind of procedure in use, but a surprising number of instances in which the Army has moved a long way in the direction of the principles represented by the democratic ideal.

Some of you may have seen an article by Major-General Ulio on "What It Takes to Be An Officer," and, if so, you remember his statement:

"I cannot overemphasize the importance of using persuasion rather than coercion in leading modern civilian armies. We see to it that our leaders explain reasons for orders, as they give them."

Or again, in the same article:

"We select men for officers not only because they can fight like wildcats, but because they can persuade others to fight with them. Many men can drive others if given the authority, but only real leaders can gain the cooperation of their followers by knowledge, intelligence, kindness, justice, and unwavering faith in the cause for which they are fighting."

Let me read that sentence, changing just a couple of words: Many parents (we will say, instead of "many men") can drive children, if given the authority, but only real leaders gain the cooperation of their children by knowledge, intelligence, kindness, justice, and an unwavering faith in the ideals by which they are living.

But that doesn't have to be changed in its essence

does it, in its spirit, in its psychology, or its outlook, to fit wholeheartedly with the ideals of democratic discipline which we have long been interested to uphold. Take it in terms of his illustration:

"One of the best company commanders I have heard of in my long experience has the job of putting raw recruits through basic training. Every three months he turns out the crack company in his camp. He has a mild voice and gentle manners. But he does the job. Here's his secret:

"Within two weeks after taking over a new batch of green boys, he knows everybody's name, his home town, his religion, his interests, and his hobbies. He knows all about everybody's family and his sweetheart and always asks to see their pictures. And in every picture he always sees something attractive—sweetness, intelligence, or beauty, and tells the boys about it." Soft, isn't it?

"On a long march he can spot a boy with a blistered heel immediately and see to it that the blister is treated. Many times he carries a boy's pack on the last, hard mile."

THAT is your tough Army! Indeed, I wonder whether the standards for the selection of teachers are as humane as those which are apparently set forth by the Adjutant General's Office for the selection of officers. Note for example:

"In our Officer Candidate Schools we have rejected more than one student because he wasn't considerate. He might have been bright and scrappy and forceful, but if he bullied, cheated, ridiculed, or betrayed any other basically unsocial trait, we let him go."

I wish we could get rid of all the teachers and other child leaders who have felt that bullying and inconsiderate behavior was proper.

Major-General Ulio concludes that salesmen make better prospects for officers than teachers do because they have had to be more considerate of the people with whom they deal. He says:

"We have found that some school teachers and some men who have served as leaders with boys' organizations do not make good officers. Some leaders of children are a bit Prussian in their methods, not persuasive."

Now, that is very strange coming from the Army, isn't it, but that is the viewpoint from which some people are supposedly arguing when they tell us to go back to a more rigid, autocratic, and forceful method of operation.

We are talking primarily about disciplines, but I can't forbear to touch briefly on other methods of



work with children to which we have long been devoted. The Quartermaster's Handbook tells officers how they are to teach and starts off in something like this fashion:

"To use a simple illustration: How could you teach a new recruit to fire a rifle? You might just tell him how. If you did," the book goes on to say, "he probably would have little success when he tried to carry your instruction into practice," so the talky-talk approach goes out; or you might show him how, and the comment on that is: "While the demonstration of correct procedures would be helpful, it is unlikely that the soldier would be able to fire the rifle with any degree of proficiency;" so, what is the conclusion? This is the Army, now, not Teachers College: "You might have him learn by doing."

"You might have him learn by doing," says the Quartermaster's Manual, in suggesting how you are going to go about to teach a man the practices that are for him important. They are not talking about children but about adults who supposedly have gone beyond that level.

An article by Don Horton in *Collier's* on flying instruction brings out another point. "Flying instruction," he says, "is the most highly personalized teaching job on earth. Every student is an individual problem. 'Know your student' is an axiom next in importance to know your plane. Some instructors have every cadet write a two-thousand-word biography of himself."

Where have I heard of that approach before to individual differences, to understanding the whole personality, in order to do what? To teach him how to handle the mechanical operations of a plane. What in the world does the biography have to do with it? This Army says it is fundamental, and you won't get anywhere unless you understand the unique characteristics of the individual.

Down at Fort Knox, at the armored school, which sounds hard and tough, they have a bulletin on the Training Department which starts off, in the first heading, first page: "Understand your students," and it emphasizes throughout the motivation, helping the man understand his project. Nowhere does it say: Get tough with him. Bear down hard so as to make them strong enough to stand up.

When the Army teaches languages in short order, they don't use the grammar that some people have thought represented the disciplined approach. When they teach how to bake bread they go out into field conditions and give the man a project of what he is going to do when he is short on various supplies and

has to make the best of it and struggle through and find his way.

When they teach the illiterates to read, they read to learn; they don't learn to read. When they are trying to avoid entanglements or discover booby traps, or whatever else it is, what we see in operation is an activity program on a tremendous, on a colossal scale.

I do not believe that any careful examination of the most successful procedures within the Army and Navy themselves will demonstrate that in spite of the various very great differences in the task which they assume from the task which we assumed in ordinary life, you will find any fundamental difference in their psychology of the individual and of the way in which he learns to be able to carry out the responsibilities to which he is assigned.

One further illustration—all of you know the thrilling story of Carlson's raiders, and did you, I wonder, when you read their exploits in the South Pacific, read also Carlson's statements about how he prepared his men. The Colonel says: "My first step was to abolish all social distinctions between officers and men. I told my officers they must command by virtue of ability; their rank meant nothing until they had proved their right to it. They met together in discussions. They planned their work, with every man free to offer suggestions on the same basis on which any other man offered suggestions. Every step in training was discussed freely and frankly. Everyone took part."

THUS, by methods which some of us have thought of as essentially opposed to military procedures, the military today is moving toward its most successful accomplishments.

While other instances might be cited, I doubt whether they would represent anything like the level of constructive achievement that we find in these particular ones. Surveying the evidence of psychology and the studies which have been made, the evidence from experimental education and group work, and the experiences that have been accumulating there, surveying even the experience in the Army and Navy in their training programs, we have very little to make us believe that it is necessary to abandon any of the democratic ideals of procedure in the development of the individual and the warm human relations which we have come to believe are fundamental.

If there is anything that needs to be added, it may be that we, as parents and as teachers, need to recog-

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# Discipline in the Classroom

By FRITZ REDL

I THINK I may rightfully say that we do not have enough clearly developed, clear-cut data on how to handle problem situations in a group setting. At least we do not have the kind of data which would be concrete enough for parents and classroom teachers in the primary groups to solve many of the everyday headaches they now have.

If we had as detailed a stock of knowledge of how to solve problems in good living as we have in other fields of learning, we probably wouldn't be bothered so much with the different philosophies and general theories on which we now spend our time.

One of the things which disturbs us is that there are certain undeniable changes in wartime adolescents which get us scared or mad, or both at the same time. And then there are certain changes in the wartime adult in his relation to youth which are more than peculiar, some of them highly fishy, and which I would like to investigate a bit. After we have removed the rubble of our emotional confusions, perhaps we will not have so much trouble examining the problem on a concrete, down-to-earth basis.

Wartime changes in adolescents make a tempting story to try to tell. Let me mention just two or three of these changes. One is the tremendous acceleration in the emancipation acrobatics of adolescents. All adolescents have the task of emancipating themselves from the life of a child to something called a young adult. Somewhere along the line they go through more or less vehement demonstrations. We get used to considering as normal certain patterns of emancipation. Then suddenly war comes along and there are more changes. One of these is a speed-up of about two years in the type of behavior which an adolescent will show to prove that he is a good adolescent. It is about two years in advance of the type of behavior he would normally assume. At fifteen he wants to date where he would ordinarily want to date at seventeen. At thirteen he wants to smoke when he might normally be allowed to smoke two years later. You can fill in the rest out of your own imagination and experience with the behavior of youth.

In the agencies and schools we find otherwise perfectly normal development speeded up about two years; and that frightens us. Worried, we forget what we have learned about children. We don't think of it as a development phenomenon, but as deterioration of the youngster.

Another way that adolescents have changed is in the intensity of their growth. The youth who used to smoke secretly in the bathroom now has to do it strutting up and down in front of the principal's office. The same youngster who would swear a little at the recreational agency now has to start a good crap game, and, unless he gets kicked out for it, doesn't really think he is tough enough.

Another characteristic of the life of youth is the change in civilian virtues. A new ego ideal has emerged, that of a personality who defends himself against danger and kills others in battle. (In part this is the consequence of Hollywood propaganda.) But before a young boy is ready for the Army, he has to live the life of a civilian—which is for him the life of a child. If he is supposed to develop into a kind of daring creature who doesn't think of himself or others except as one who survives or helps his troops survive—how can he, living in civilian life, be a nice boy in school, submissive to a lot of boring stuff which has no meaning for him? He is supposed to learn to live without fear of danger. But if you want to practice danger, how are you to do so? By getting tough and doing something a little out of line with the teacher's expectations.

The only people who are supposed to continue a more or less civilian life, with the impact of civilian life—nice, submissive, or bad—are our adolescents. But they have the least capacity for it, first, because of their very adolescence, and, second, because the Hollywood danger-ideal is being injected into their veins every minute.

The second problem we face has to do with wartime changes in the relationship of adults to youth. One of these changes concerns our present system of double bookkeeping. Previously we all could afford to slander youth. The more we emphasized our dignity toward children, the more we criticized such sissy stuff as progressive education, predicting a bad end for these youngsters, the better we fancied ourselves as adults.

Suddenly we find it is these same young people we could slander two years ago who are now doing exactly what we were doing when we were twenty-five, and on the whole they seem to be doing a grand job of it. So we can't go on saying the same things. We get worried and guilty and end by glorifying all youth the moment they are away from us.



If a young man goes into the Army, especially if he engages in battle, then abruptly he is marvelous. The same youngster with whom you had scraps the day before he left is now up on an altar. That is fine, but after all most people can't bear to glorify anybody for very long. It is easier to love and glorify young people if they are far away, much easier than if you have to live with them. In any case, somehow we have to have somebody whom we don't glorify. We look around and whom do we see? The young adolescents who are still with us.

It has to be paid for by a lot of irritability and anxiety which we let out on those still with us. These youngsters are more exposed to nervous, intolerant, scared and jumpy adults than ever before. They are the only ones on whom we can demonstrate our desire to prevent what might go wrong with those really exposed to danger.

In short, we have a double bookkeeping system. That is one reason why our discipline problem becomes so hard to solve. We look for a good excuse to become punitive, short-tempered, impatient, to do something drastic, because that seems the only real relief. In the long run, of course, it offers no real relief, though if you can get your fear and worry out of your system by doing something, it may appear to solve your problem. But it doesn't solve that of the children.

Another characteristic of the adult in wartime is that war increases the stupidity quotient of otherwise highly intelligent grown-ups. People haven't talked about the stupidity quotient, but it is serious. You may have a very high intelligence quotient, but watch yourself and note in how many cases you don't allow it to function. How many dumb things many people who know much better say in certain fields where it is considered all right to be dumb, such as education and politics, because that is where you don't have to show your intelligence quotient.

I think something has happened to the stupidity quotients of adults in terms of human behavior. It is a funny thing about war—our intelligence goes up in terms of physical care and safety measures. We get so marvelously smart and realistic about what we need, but the moment we come to human behavior, that is the one place we can let the stupidity quotient have full play.

For example, many people who are otherwise very smart still allow themselves a discharge of emotion in dealing with children instead of really thinking about getting to the cause of the trouble. They try to change them by getting tough—even though the case history may show that their difficulty came from this

very cause. But, "let's jump on them some more—that will change them!"

Have you ever heard anybody say that we should stop sending sterilized bandages to the Army because it's sissy stuff? Why can't they use cotton, after all—and the taxpayers are paying for it! Have you ever heard anybody say that? Of course not. But have you ever translated it into the field of education? We have a very different attitude toward anything that is not immediately clear-cut and easy to see on the level of human behavior.

Another point I want to say something about is group leadership—discipline in group leadership. I believe that probably 90 per cent of discipline problems are not merely due to screwy or delinquent youngsters but are due to normal people reacting to something wrong in the group climate or the organization with which they are faced. I am going to try to prove that point to a certain extent, and then I want to say something about discipline problems for those of you who happen to be classroom teachers.

LET'S forget the tricks by which we establish, maintain and repair order in a group, and think about the goal, the type of organization and coordination which we want to get, how much of it and what type—the two things which we legally and rightfully can mean by "discipline."

I would like to say only one thing about Army discipline, namely, that one reason I think people like to praise it so much is that they are envious of what the Army is allowed to do and they are not. The Army can kick out anybody they can't use. What school system can do that? The Army doesn't need to take anybody, even if the parents are very powerful. The Army can actually change the life style of its personnel even though the parents complain and don't like it. The educator, on the other hand, is frustrated in that he always has more children to deal with than anybody should have. Hence he envies anybody who has all the rights and none of the headaches of his profession. That is one of the reasons why Army discipline looks so beautiful to the person in education. It is not only the tough guys who want it; it is also sometimes very mild people who suddenly fall for the proposal, "Wouldn't it be nice to have Army discipline!"

Now let me raise again the question concerning "self-discipline as group leadership." What are the main headaches of a good disciplinarian? By that I mean somebody who tries to build up the type of order which a group needs in order to grow right.

There is one problem which we have not solved

for the classroom teachers. We have told them, "You have to be concerned about that individual and his development, and you have to reach the individual." But we do not tell them at the same time, at least not loudly enough, "You are not going to meet that individual in isolation. You are not going to have a direct pipe-line between you and Johnny, and Mary, and George over there. You always meet your individual children in groups, imbedded in the group and reacting to the group as well as to you, and to the curriculum. Hence whatever you do is also reflected in the group and not only in the individual."

I know dozens of cases in which perfectly good psychiatric advice went all awry when given to the classroom teacher, and not because it was wrong advice. Johnny may have needed extra attention, let us say, but it did him no good because the psychiatrist forgot that there is no pipe-line between the classroom teacher and Johnny. If the teacher suddenly gives Johnny all the rewards he needs to be encouraged, tomorrow everybody in the class is going to hate him.

This means that whatever you do in the classroom has some reflection on the total job. While it is true that Johnny's behavior might improve if you could get that encouragement to him, it is not true that you can give it indiscriminately in the classroom. So you have to look for other ways of getting Johnny well adjusted—and that involves the group, and is more difficult.

If we try through an individual to organize the group, to threaten or impress the group, that does not solve the individual's problem. Or if in other cases we do something to the total group, that doesn't apply to the individual. So here lies the real problem.

That is why Army people and teachers have a lot in common. They both handle groups, only the Army knows it better than we do and constantly recognizes the law of marginal antiseptis—that everything you do to impress the group and get them organized has to be at least harmless in its effect on the individual; and everything you do to the individual has to be at least harmless in its effect on the total group. If you do something right for Johnny and that makes the group a mess the following morning, that's the wrong treatment. If you do something which gets the group badly organized, or the other children scared, that's wrong, too. And that is where the tremendous problem of the classroom teacher on the job comes in. There is no magic bagful of tricks with which to solve it.

How can we evaluate the things we do so as to

know whether they are right or wrong for both the group and the individual?

There is also the difference between surface behavior and a real change in attitude. It is on this point that most of the discussions in schools revolve. People often don't see the difference. They recommend techniques which are very good for producing surface results in behavior. The classroom, let us say, is so noisy. You work out a technique that produces more order. But have you given the pupils a chance really to *want* order? You can use a technique whereby you develop a feeling for wanting organization, and get your order the next day.

This confusion is tremendous. It exists in all our schools. You find that our techniques are not sufficiently scrutinized in terms of their deeper effect as contrasted with the surface effect. Some, of course, are better for their surface effect, and may have to be applied if you have to have a quick solution. But you want to study what else the quick solution does.

ANOTHER confusion is the confusion about the two words, "It works." I have never heard words so misused in any other field, by semi-intelligent people, as in this field by very intelligent people. And here progressive educators aren't necessarily better than the traditionalists. "It works"—so Johnny gets encouragement and for two days he is a social snob. "It worked" because he got encouragement or he was punished—it gets the children equally quiet for two or three days. If you watch people tell either side how beautifully "it worked," you will find the most uncritical attitude toward the way in which we apply our evaluation, in terms of momentary surface criteria only, not in terms of group effect or subsurface effect. These are the things we need to understand before we can think straight about discipline.

Let me offer a few suggestions about preventive planning for discipline problems in groups. Ninety per cent of the discipline problems in schools and other youth gatherings, and sometimes in the family, too, are not due to the fact that Johnny is abnormal or delinquent, but come about because he is reacting to some pattern of group life that may not be right for him. This pattern need not be anybody's fault; it is simply out of focus for the type of organization and atmosphere in which a youngster can live, and is not suitable for his needs.

The answer is not to have everybody psychoanalyzed, but to have good psychiatric engineering to find out where our mistakes in group living are. Then some of these discipline problems will disappear automatically.



Here is a random selection of some of the most frequent types of mistakes we make in planning for the group life of children:

*No. 1.* Every normal child will kick if you bore or tire him more than is legally permissible. Only idiots don't care. Normal children will become indifferent and wander off in fantasy, or become obstreperous, or play with each other, or kick each other—in other words, create a behavior problem. Of course, theoretically no persons should be expected to bear as much—not a tenth as much—boredom as they have to in school. In any case, you produce problem behavior in the group. You make the normal children act as problems. It is only the abnormal ones who will be quiet and pleasant.

Of course I don't accuse all teachers of boring all the children. Sometimes it is the lack of flexibility in adjusting our curriculum to the needs of children. Sometimes it is the grouping. If you have too many in one room, whatever you do won't fit everybody, so part of the class will become bored or become behavior problems. Avoidance of boredom is one of the biggest preventive measures, much more preventive than twenty-five punishments threatened, or thirty-five rules pinned up on the wall.

*No. 2.* In many of our schoolrooms there is a lack of manipulative fringe. It is not that the youngsters are bored intellectually. It is that for too long a time they have to listen and talk only, and have no chance to move, or manipulate something. This is not normal for growing youngsters, especially adolescents. Anyone subjected to lack of movement will become restless and act as if he were bored, or he will become obstreperous and difficult. That is another preventive plank for discipline problems.

*No. 3.* Undernourishment of social life in a group. In going through classrooms, I often have a special anxiety when I see things happening in this way. The youngster here must enjoy his book, but he may not talk to Mary or Johnny about it, or act as if his teacher is a human being. He just has to look at the book. That is all fine and the book may be very good for him, but no normal growing youngster can keep his mind and thoughts and eyes off other human beings. There is a normal need for social action, but in these classrooms social action cannot be constructive because the total goal is quiet. So you have another discipline problem popping up.

*No. 4.* In most of our groups there is a lack of opportunity for meaningful participation. Youngsters can do the things and get the rewards individually, but are rarely allowed to do things together. But

doing things together, that means something special in the life of the child.

*No. 5.* "Organizational displacement" is something which is often unavoidable. Wherever an existing pattern of organization is changed, you get an increase in potential problem behavior, even in the nicest children. For example, if the substitute teacher comes in, instead of the teacher, it is an invitation to disorder—not because the substitute teacher isn't good, but because the mere fact of disorganization changes the morale. Make any change, a change of school placement, a change from the classroom to the lunchroom, and you have to expect behavior more disorganized than it would be if the change did not take place. That doesn't mean it should not take place. It means merely that we should realize the consequences of that displacement. This is especially true if you change from a more rigid system to self-government. What you first get is the children's reaction not to self-government, but to the changed regime. Only after weeks of that reaction do they even begin to react to the fact of self-government.

*No. 6.* "Social strain" in terms of the child's social background. In many classes the youngster is out of place socially and economically and lives under a value system different from that of his home. His own mother or father doesn't think or talk at all the way the teacher does. Some of the reasons why some of the youngsters in delinquency areas are truant is because they don't fit into the social style of life of the school. It is too remote from where they start, and nobody helps them bridge the gap.

*No. 7.* "Developmental strain." Whenever in a group of youngsters there is a tremendous gap between the place in which they live and the expectations which teachers have of them, their behavior becomes a problem. Most of the wild oats which kids sow in school are due to that. Realizing how artificial the teacher is, they form a sub-clique against the total climate so that they can live by the standards of adolescents. Unless you study the boy's natural behavior code for what is good or bad in his own terms, and adjust some of the group life in the school toward it, you will always get behavior problems.

*No. 8.* A "sick group climate." Group climates can be as sick as people. Let me describe a few of the most usual. One is a punitive climate. I would like to differentiate between punishment and a punitive climate. It is possible to punish, and have things all right, but it is not possible to make children live

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# Discipline in the Home

By SIDONIE MATSNER GRUENBERG

IT WOULD be too difficult to try to summarize this session on discipline in modern education. I wish only to refer to some of the points made by Dr. Redl and Dr. Watson which I am sure must have impressed you. I am glad to see again that Dr. Redl's interest, like that of our own organization has been in the positive aspects of discipline. When I first met Dr. Redl, at a conference in Cheltenham, England, the meeting was on the subject of discipline. We were then discussing the question of terminology and I was impressed by the fact that we who had been working in New York, and he in Vienna, had all come to use some of the same terminology and to make the same distinctions. One of my favorite clichés with parents is that we *punish* children when our *disciplines* fail. We should never confuse those two concepts.

Now the problem of family discipline is in some respects very different from school or group problems. The importance of the home in the beginnings of personality development in childhood has been constantly emphasized. The question of suitable discipline involves a clear recognition of individual differences in the home circle.

Sometimes these individual differences are more respected in group situations than in the home. If we could learn to say "different" in regard to children and adults, without meaning "better" or "worse," without disparaging differences, we would go a long way toward developing that more understanding relationship which is, in the last analysis, the basis of discipline.

At the same time, we suffer in the home from that extreme swing of the pendulum to the left which we have seen in some group situations too. That is, parents are sometimes afraid to interfere with the child in any way, afraid to condemn any conduct, because they have heard of the injuries that may come from repressions. Certainly we cannot support the idea of authority in the abstract. Yet we must recognize that in almost every situation some authority is necessary, even while we reserve the right to question or to challenge it. We cannot rely at every point upon our own instincts and impulses, nor can we permit our children to rely upon theirs. In clarifying their own position as authorities, parents and teachers must from the very first guard against slipping into the easy

fallacy of assuming that they are faced with the choice of "rampant freedom" on the one hand, and "rigid discipline" or "autocratic authority" on the other. However, devoutly we may believe in freedom and in the individual's right to express himself, we are bound to recognize that children—even older children—need the security of responsible adult control.

Of course our control need not be arbitrary or punitive, nor need it take the form of verbal rules and prohibitions. Children are extremely sensitive to our approvals and disapprovals, our subtle stop and go signals, and they are influenced by them—perhaps less as they grow older, but still to a large extent throughout their teens.

In the home this is particularly important because, of course, what we do here brings its full returns. The home has that continuity of relationship which none of the other agencies has. As a group leader or as a teacher of twelve-year-olds, for example, I may be ever so interested in the individual and in his future, but the chances of my knowing him as an adult are very slight indeed. As a parent, however, I reap the full results of everything that I did wrong at eight, or nine, at three or four. Having that continuity of relationship makes it more important that we parents understand the situation, understand the child, and understand ourselves, so that the disciplinary devices which we use shall not impair that relationship, no matter how well they seem to work on the surface.

Goodwin Watson called our attention to the army experience suggesting that school teachers generally do not make good officers. Mothers, I suspect, would also fall short, for they too are likely to be too authoritative and too possessive. Not only in the progressive schools, but in the army, people learn by doing, not by being told. That is something for parents to consider seriously, for we are apt to be satisfied with merely telling children such things as how to spend their money, how important it is to be tidy, how to plan their time; and perhaps as frequently we tell them what *not* to do. But effective discipline comes from what children actually *do*, from what they succeed in accomplishing, and from the partial failures along the way.

Today it is especially important that we insure for

(Continued on page 121)



# Parents' Questions and Discussion

The questions published here are selected and discussed by the staff of the Child Study Association, and the answers written by various members. The department is edited by Helen G. Sternau.

*Don't nursery schools believe in discipline? I was shocked when I visited my daughter's group the other day. My three-year-old Jane grabbed another little girl's shovel; the other child punched her and grabbed it back; and the teacher didn't punish or even reprimand either of them. She just walked over and said, "Jane, you can find a shovel for yourself in the closet. Nancy had that one first." I don't want my daughter to be a little ruffian. Don't you think children should be taught civilized ways?*

Yes, nursery schools do believe in discipline and certainly children should be taught civilized ways. But young children must learn gradually. Wise discipline involves knowing what degree of "civilization" it is reasonable to expect at each age level and how best to teach children the lessons they are ready to learn.

At three, children are just beginning to experiment with the techniques of social living. We can't expect them to practice all the niceties. A good nursery school teacher is quite satisfied if the gentle children in a three-year-old group learn to defend themselves, while the more aggressive ones discover that bullying is not the best way to get what you want. If Nancy had failed to regain the shovel, the teacher would undoubtedly have interfered. But it was important for Nancy to discover that she could manage alone, even if she did it crudely.

If the children had been older, the teacher might have suggested that words are worth trying before punches, but few three-year-olds could profit by such advice. Words are hard for them to manage at this age, especially when they are angry or excited.

As you noticed, the teacher did point out to your Jane that there was a better way to get the shovel she wanted. That was constructive discipline, more helpful than punishing or scolding. Good discipline is not a matter of continual thwarting, but an attempt to teach legitimate ways of attaining legitimate ends.

*Since I started my job last winter, my six-year-old boy has been going from school to his grandmother's house where he has his lunch and*

*spends the afternoon until I call for him on the way home. This seemed to be a very practical plan at first, but things have not turned out so well. Don was always a sensible and reasonable child and he's now getting irritable and defiant. My mother alternately indulges and threatens him, forbidding him the things most normal boys do, which she is afraid of. He resents her fussiness and the situation is now spoiling everyone's disposition. What can I do?*

First give your mother a chance. Talk over with her specifically what Don is to be allowed to do—playing outdoors or in with other boys, riding his bike, or whatever else he does that frightens her. Make it clear, too, how you feel mealtime should be managed. If your mother still cannot refrain from fussing, it may help to explain to Don that some people are like that and that he'll just have to put up with it in as good spirit as possible—doing his part by freeing you to work in wartime. Usually if a child's mother can adjust to the inevitable differences of another person's discipline, a child can, too. It may do him no harm to make the important discovery, "different people do things differently."

When your child is at home with you, you must of course continue with your own ways. He will doubtless observe that mother and grandma aren't at all alike, but this need not be confusing if you interpret the differences to him. Don't be intimidated, or too annoyed either, if he tries you out with, "But when I'm with Grandma—!" Hold quietly to your own standards.

If your mother is to assume responsibility for your child, certain compromises must be made by all of you. She is entitled to backing from you even when you may not altogether see eye to eye with her. You may have to make it clear to Don that while he is in her house, her way goes.

Have you considered other possible alternatives? Many working mothers find that after school recreation under trained supervision which is now offered increasingly in child-care centers is more satisfactory for their children than leaving them with relatives. Sometimes the differences between the generations are too great, and even with the best will in the world, it doesn't work. We suggest that you find out what resources of this kind there are in your neighborhood.

*My boy doesn't get along with his teacher. I know Bill is difficult at times. He's only*

*seven and gets restless and talks more than he should. But his teacher uses the most old-fashioned methods of discipline; she punishes and shames him before the other children. Recently she found him playing with some gold stars he had earned; because she was angry at Bill she snatched them from him and threw them away. He is very resentful, and does not want to go to school any more. I can't move to another school district, and there is no other class to which he can be transferred. What should I do about it?*

There is nothing more disturbing than to find yourself in a situation like this in which you feel that there is no way out. You can do some things, however, that will help your boy. First of all, he will find comfort in the knowledge that you understand his feelings about his teacher and that he can discuss them with you. You can tell him frankly that you would not do things just that way, but that people are different and have different ideas. The important thing is to make him feel that in her own way, the teacher really wants to help him; that this is her way of trying to teach him to behave in a more grown-up manner. You can give your boy sympathy and help without undermining the school and the teacher.

But there is more to the situation than this. Can you see his teacher and explain your boy's reactions to her procedures, and ask her help! It would be important to know also why he behaves as he does in school. Is he in the proper grade for his ability? Or is he, perhaps, bored because the work is too easy for him? Has he other outlets as well—good outdoor play with friends after school, interesting things to do with his hands at home? The more satisfactions your boy can get directly in his work, his play, and with his family, the less he will find it necessary to do the distracting, irritating things that get him into trouble at school.

*I am beside myself with worry and need your help. Last week I found that my fourteen-year-old boy had stolen some gasoline out of my car to use it for the car of a friend (aged sixteen) whom I had forbidden him to go with. All this talk about "juvenile delinquency," but I never expected to find it in my own home! I'm closely controlling all his activities now and keeping him strictly at home, but he's very resentful. With my husband away in the service and no man in the house to discipline the boy, I'm really frightened.*

"Stolen" and "delinquency" are strong words to use for your son's escapade and sug-

gest that your whole state of mind about him and his friend is out of focus. Of course their behavior was dangerous and wrong! But you will have to understand that it is in the nature of fourteen-year-olds to want adventure and activity, even a certain amount of danger, and especially to break away from parental apron-strings. They need to find acceptable ways of doing exactly these things. They need to feel identified with grown-ups and the things grown-ups do. By your "close control" you are giving him exactly the opposite feeling—that he is still a little boy without his own will, and unable to make choices for himself, and dependent on your "permission" for his activities, his interests, even his friends. This is unfortunate.

What he needs is not more restriction but more freedom. He also needs help in finding better ways of using that freedom. He should be treated as a responsible near-adult, and consulted in family choices which affect him. He should have a stake and a responsibility in the community. He needs to feel that you count on him in many ways—and this doesn't mean just for "chores." His older friend is perhaps not "wicked" but merely glamorous because of his greater freedom. Try to make your son's life a little more glamorous, too, by taking him places, freeing him to do things on his own, helping him find new interests and ways to participate in school or community activities. Make him feel that you have confidence in him and are proud of his growing up. He needs most of all that inner discipline that comes of being busy and respected and needed.

## Suggestions for Study: Discipline in Modern Education

### GUIDING PRINCIPLES

#### I. EDUCATING FOR COMPETENCE

War has forced us, parents and teachers alike, to re-examine our methods. Have our ways with children been too "soft?" We can answer only in the light of long-term objectives. We must continue to educate for competence and not be satisfied with mere conformity. Competent people can conform when they must. But living in a democracy demands more than this. The purpose of discipline for us must be the ultimate discovery of better ways of group living. We must, then, avoid placing emphasis on quick surface results and have courage and patience to wait for the slower processes of sound inner growth.



## II. THE "TOUGH" APPROACH IS NOT HELPFUL

There is ample proof that "tough" discipline is not good discipline. The Nazis have given the world an unforgettable demonstration of the debasing effect of the tough method. Our own army recognized this. Though it must, of necessity, depend on drill and short order methods in preparing men for certain aspects of war, it has stressed leadership versus coercion, decent human relationships versus bullying, and consideration of individual differences in teaching. This has been especially true in the training for tasks requiring judgment and initiative.

## III. WHAT IS GOOD DISCIPLINE?

Good discipline is a matter of creating an atmosphere conducive to growth and learning. To discipline means "to teach"—not, "to punish." Teachers must learn to think in terms of attitudes and relationships and not place their faith in devices for the control of surface behavior. The "climate" of the group is what counts.

Home discipline, too, is a matter of atmosphere. The relationship between parent and child must last a lifetime and function continuously for the child's guidance. Parents live with their children through the years and inevitably reap the results of their own mistakes. Even less than teachers can they afford to forfeit sound relationships for the sake of superficial improvement.

## QUESTIONS FOR DISCUSSION

1. A ten-year-old girl who has always attended a strict traditional school is transferred to a much freer

one. During the first term she does very little work. The parents feel that the teacher should bring greater pressure on the child but the teacher is unwilling to do so. Can you justify the teacher's position? Is there anything to be said for the parents' viewpoint?

2. Should a private school expel a child for stealing? How else might such a situation be handled?

3. Most educators agree that the student government in a high school should not have power to judge and punish offenders. Why? What dangers are involved for the governing group—for the offender? Can serious disciplinary problems ever be solved solely by the imposition of penalties? What contribution can the student government make to the discipline of the school?

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# Science Contributes

## EFFECTS OF MATERNAL ATTITUDES ON THE HEALTH OF CHILDREN

By FLANDERS DUNBAR, M.D.

IN THESE days of changing social and professional standards for men and women, a major problem seems to be the interaction of psychological and social pressures. We are probably more aware than ever before of the importance of healthy infants as a foundation for a healthy society. We often forget that the health, physiological and psychological, of every infant, whether male or female, is primarily determined by a woman, the mother. Some of us realize that fathers should take greater responsibility for their unborn and new-born children, but unfortunately few fathers assume such responsibility.

Maternal attitudes affect the health of the next generation not only during childhood and adolescence; they have a peculiar impact on the vitality of the embryo from the moment of conception, on the foetus and on the infant. This is a fact which has been recognized, in one way or another, for many centuries. Its recognition has given birth to many old wives' tales; but during the last two or three decades a body of scientific knowledge has been accumulated which outlines in general the actual mechanisms through which maternal attitudes affect the health of children.

To have a mother who is both healthy and happy is the best start a child can have in life. Yet many women ask for a handbook on "How to Be Happy Though Pregnant." The maternal attitude, expressed in this fear of pregnancy, suggests that most children have an uncertain start because the way a woman *feels* during pregnancy affects her child. This does not mean a revival of all the old wives' tales about "early impressions." Seeing a black cat dart across your path *does not* mean your child will be birth-marked with a cat. A sudden fright just before your delivery *does not* mean your child will be born with a club foot. None of these things, or anything like them, is even remotely true. What is meant is that if one is generally contented and relaxed, all the organs function better. On the other hand, if a person is very tense, nothing about the body or mind works quite so well. For example, some vitamins ordinarily prescribed during pregnancy, even though given in adequate doses, are often inadequately absorbed by pros-

pective mothers who are tense and nervous because of emotional conflicts.

Granting the importance of a sense of happiness and relaxed well-being, there is not much use in saying to the prospective mother who is nervous and tense, "You really must try and relax, my dear." Such advice usually increases tension.

Most women when they become pregnant expect to suffer from "morning sickness," nausea and vomiting, although most obstetricians find that only one out of twenty pregnant women is really troubled by nausea. To this statement should be added the observation that these women (the one out of twenty), can be easily relieved of this symptom by attention to their emotional conflict. Other frequent complaints during pregnancy such as backache and headache are readily eliminated by correct psychosomatic treatment: on the one hand, attention to diet and posture; on the other, adequate treatment of whatever psychological conflict seems to be increasing tension and serving as a stimulus for the symptom.

One of the problems encountered by every pregnant woman is the planning of a wardrobe because she wonders how long she will look attractive. For most healthy women, women who pay attention to diet and posture and are not subject to too much emotional strain, special wardrobe plans need not be made for more than the last three months. Even during the last three months, the necessary change in dress usually fits into one of the popular styles of the year and will pass without notice if the prospective mother is not too self-conscious about it.

If the mother's tension disturbs her circulatory and endocrine balance, it may influence the health of the foetus physiologically. It may have an adverse effect, for example, if she gasps or groans when the unborn infant first kicks her in the ribs. If, however, she is interested in the first kicks and does not resent them—does not faint at the first kick like the 19th century woman on the stage—the foetus will find itself in a flexible environment which will help its development.

The prospective mother, who has been "happy though pregnant" and maintained a healthy attitude toward the usually minor discomforts of pregnancy, has given her child a good start. The mother who



has failed to do so need not be too much disturbed because the new-born child is so responsive to environmental influences that there is plenty of opportunity to correct whatever may have been wrong in its intra-uterine development.

The contemporary attitude in relation to infant health is sometimes exclusively physiological and sometimes too exclusively psychological. Hence one is frequently asked, "What is a healthy attitude toward health?"

A 2½-year-old child, when asked, "What is health?" said, "Oh, I know, feeling well and happy." Asked, "What's that?", she replied, "When things that happen don't hurt you, you put something on it and then it's all right." Questioned further, she said, "Well, if something hurts and you can fix it, then you are not scared any more and you forget it and have fun."

*Feeling well and happy.* First, what is meant by feeling well and happy? We ordinarily think of feeling well in a physical sense only. This would imply being careful of nutrition, exercise, sleep and protection against infection. But for human beings, it is impossible to be really well without being happy, too. This truth recalls the phrase "the livestock view of health" used by the British physician, Halliday, after the first World War. He wrote:

"We must not forget that this assertion of improving health is really an inference based on an assumption, the assumption being that the needs of living men and women are exactly comparable to the needs of livestock—namely, suitable food, shelter, air, light and physical exercise. In the past all 'public health' measures and most 'social' ones have been based on this essentially veterinary assumption . . . improvement in national livestock health has been effected therefore—at least in part—by a growing knowledge of the nature of these needs and by the application of measures directed against environmental factors which frustrate or deny the fulfillment of these basic animal needs."

In spite of all this, however, he finds evidence of a marked increase "in chronic and recurring neurotic illnesses, as well as in many examples of organic sickness, labeled by such terms as anaemia, rheumatism, gastritis, peptic ulcer, bronchitis, etc. . . (psychosomatic illnesses) . . . in other words, a community in which basic psychological needs are frustrated slowly falls sick, disintegrates and decays."

In order to be really well and happy at the same time, one must be properly motivated and be able to satisfy one's needs for love, fun and accomplishment. Even very young children are real persons who

need to be treated as such, rather than thought of just in terms of keeping them warm and stuffing them until they are as fat as geese.

Everybody meets dangers in his environment and is often exposed to injuries,\* minor and sometimes major. But however much the environment hurts really depends much more on what is in the person than on what is in the environment. The less healthy persons are those that get hurt the most and specially those who are more likely to be permanently injured.

In this connection, reference is made to the fact that in a fourteen-year study of serial admissions to a general hospital, it was discovered that there is a definite accident-prone type of personality, people who, because of their reaction to some of life's problems, develop the habit of being injured in accidents. Why do some people fall down stairs which others habitually negotiate with perfect safety, or why do some step in front of a car when others cross the street at the same point for years without being run over? It is known that the focal conflict area of the accident-prone personality is difficulty with authority—a conflict which apparently cannot be solved without running away from the situation in which authority is exercised by someone else. This does not mean children should never be subjected to commands, but it does mean that we should be very careful of the way in which we handle the authority situation, so that children learn to deal with it in a normal and healthy way.

To continue the child's outline. "When things happen that don't hurt you," she said, "you put something on it and then it is all right." When the environment hurts or threatens, one does need to deal with the situation, to "put something on it." Stoically ignoring whatever happens may mean that one has repressed the feeling which goes with hurt and that it will appear in some more disturbing form. Nor is it healthy to brood about injuries and remember them a long time. Much better to put on a little witch hazel or rub the hurt for a minute in order to dispose of the situation and end it, because then one can feel that it is all right and can go on to whatever comes next. Of course, whatever is done about the hurt is much better if it is the logical remedy and has a real relation to the objective situation. Sometimes, however, from the point of view of the feelings, when such a remedy is impossible, even a *placebo* is better than nothing.

When asked to explain further, the child went on,

\* For a further discussion on injuries, see Hammett, (1920); Henderson, Bock, Field and Stoddard, (1924).

"Well, if something hurts and you can fix it, then you are not scared any more and you forget it and have fun." This is a perfect expression of the psychosomatic view of health and it is interesting that it came naturally to so small a child. As human beings, we are not a body and a mind. We are single organisms in which both body and mind are unified. Both have to be understood and treated when one is sick. It is important to fix whatever hurts by the methods similar to the ordinary medical practice to which we are accustomed. Too often, however, medicine has stopped at that point. It is just as important to get over the fear and anxiety which is associated with the injury. Only then can you forget it and have fun.

One must not make the mistake of assuming that pain and fear are not healthy phenomena, are not natural in the right circumstances. They are both warnings which are needed in order to know how to behave in an environment which is frequently hostile. A person who never felt pain when his skin was abraded or subjected to great heat, and who never learned to be afraid of things which could really hurt him, would not survive long. Fear becomes pathological only when it ceases to be associated with a realistic situation and ceases to lead to the action which is appropriate to that situation. If the child understands that by avoiding what hurts him, he need not be hurt any more in that particular way, both the hurt and the fear can be laid aside and will not deter him from having more fun.

AN example of this would be: A child is interested in the fire and wishes to play with it. The wise parent says, calmly, "It is hot and will hurt you." The child puts her finger close enough to the fire to feel a burn. Parent says, "You see—it did hurt." The parent then fixes the burn and the child fears the fire enough not to play with it again, although he still may enjoy its warmth and beauty. This is all normal and healthy and the fear is not spread to irrelevant objects and situations. An unwise parent, in a similar situation, will threaten the child with punishment if he plays with the fire and will administer punishment if he does so. The fear then becomes not a fear of fire but a fear of an angry and powerful super-being and all the hurt seems deliberately imposed for what may seem to be an unjust reason. This kind of fear is not outlived so easily and creates future emotional disturbances.

Health may be interfered with from both external and internal sources. The child may be handicapped in understanding this, because the focus of the adults

about him lies too much on one or the other side of health requirements. Some adults will spread about him the "livestock" attitude of health, leading him to believe that everything wrong is purely physical and implying that emotional difficulties are of no importance. Some ultra-modern parents, on the other hand, may neglect the physical side of things and stimulate the child's interests in the emotional difficulties which are bound to arise in every young life. It is a mistake to be obsessed with one or with both or to encourage too great a concern on the part of the child with his own health. Both aspects ought to be given adequate attention quickly and then the emphasis placed on going ahead and having fun.

Anyone who has studied intensively the emotional pictures of disease processes in adults cannot help feeling how tremendously important it is that children should learn early how to manage such things as fear, anxiety, aggression and contacts with the external world. It is important that people learn what emotions are appropriate to the reality situations they meet, and how those emotions can be expressed in a way appropriate to the situations. It is emotions which become detached from reality and which do not find an adequate or acceptable outlet in speech, thought or action that eventually lead to disease, whether mental or physical.

One conclusion emerging from the fourteen-year study of serial admissions to a general hospital, which has been referred to before, seems to be particularly important in its bearing on child health. In this study, very careful statistics were accumulated about the incidence of disease among the families and close associates of the patients who were included. These figures show that there is little evidence for the supposition that diseases like heart trouble, diabetes or rheumatism are inherited. For instance, those who were suffering from fracture had almost as much cardio-vascular disease among their parents and siblings as those suffering from coronary insufficiency. What did seem to be important, however, was the exposure to disease or sudden death, not only among members of the family but also among friends and others with no blood relationship at all. Of course, cardio-vascular diseases and the like are not caused by micro-organisms which can be distributed from one person to another, but it is strongly suspected that there is an *emotional contagion* which may affect the susceptibility to such diseases. Whether this contagion takes the form of suggestibility to the disease syndrome in question or an imitation of emotional attitudes and habits which leave one susceptible, may be debatable.



Recent researches have shown that the emotional states of pregnant mothers have an effect on the health of the foetus even before birth, an effect which is produced through the blood stream and endocrine substances. It seems to be true also that young children are particularly sensitive to the impact of maternal attitudes. From the point of view of the developing personality, the infant has not learned to differentiate itself from its environment and hence is easily confused and very suggestible and from the moment of birth the infant is confronted with the problem of integrating diverse types of experience, all the while handicapped by an inadequate receiving apparatus to assimilate and correlate.

From the study of these and other well-known characteristics of the new-born, it is obvious that to the long list of the more mechanical noxious agents to which the infant is exposed, there must be added many influences. Among these the following deserve special emphasis:

1. The factor of emotional contagion.
2. The possibility of trauma from exposure to intense adult emotion.
3. The susceptibility to exhaustion through overstimulation.
4. The inhibition of growth through overprotection or overtraining.

Of these, perhaps the most frequently overlooked is the infant's susceptibility to what has been termed "emotional contagion."<sup>\*</sup>

"A four-month-old infant who had been eating liver soup for about a month, with great enjoyment, was suddenly reported to be unable to tolerate liver. What had happened was that the mother, who usually fed the infant, had asked the child's great-aunt to take care of the noon feeding once a week when it was necessary for her to remain on the job. The mother happened to return home on one of these days and paused outside the nursery door to see what was going on. The great-aunt was saying, 'Mary, just one more spoonful of that nice liver.' The child was making faces and spitting it out. The mother detected an expression of disgust on the great-aunt's face. She then said to the great-aunt, 'Won't you stay and have lunch here? We are having liver and bacon.' The great-aunt replied that she would rather eat in a cafeteria than eat liver and bacon. She said: 'I think it is disgusting to eat the insides of animals.' The mother handled this situation by never ordering

liver for the infant on the days the great-aunt was to be there and the child continued to eat the liver with great relish whenever it was given to her by her mother. Had the great-aunt been the infant's nurse, instead of an occasional visitor, the mother and the pediatrician would have decided that liver disagreed with the infant because of heredity or constitution, and the infant, much later, probably would have said that liver disagreed with her and this food intolerance might have become a physiological habit.

"There was a further incident illustrative of a similar emotional contagion. The infant previously had enjoyed egg-yolk. The great-aunt suddenly reported that this too disagreed with the infant. The mother said, 'Don't you like eggs?' The great-aunt replied, 'Yes, of course, but not all dried up the way you feed them to that poor baby.' The mother replied: 'Fix them the way you like them and give them to her.' After that, the baby was able to tolerate egg yolk with milk and butter when the great-aunt fed her, and in the previous less attractive form when the mother or father fed her."<sup>\*</sup>

IF the infant can be protected from these four types of injury mentioned above, many illness syndromes can be avoided during infancy and in later life. For example:

"As Hilde Bruch and many others have pointed out, a basis may be laid for the annoying syndrome of obesity and sometimes of endocrine dysfunction in just this way. The young child is bored and lonely for its parents and it overeats, perhaps at first because of the association of food with its earliest satisfying contact with its mother. The child is often angry because this contact is no longer satisfying. The mother seems less and less responsive to its needs and indeed may, herself, attempt to compensate for her failure by overconcentration on food. The child's anger results in increased concentration of adrenalin (and other substances in its blood), lowering of blood sugar, and so an actual physical craving is added to the substitutive significance of food. In this way, a psychosomatic vicious circle is established which, if not early corrected, tends to persist like a conditioned reflex. If, however, the mother is sufficiently aware of what is happening, and in particular is sufficiently objective about it, it is possible by paying attention to the child's real physical and emotional needs to make it unnecessary for him to overeat. Without this, no amount of attention to his diet and his weight from day to day will cure obesity."

<sup>\*</sup> For a further discussion of these points, see "Effect of the Mother's Emotional Attitude on the Infant," *Psychosomatic Medicine*, April, 1944.

<sup>\*</sup> Reprinted with permission of *Psychosomatic Medicine*, April, 1944.  
(Continued on page 121)

# Books for Parents and Teachers

## 1943-1944 SUPPLEMENT

*Selected by the Bibliography Committee of the Child Study Association of America, Mary W. Colley, Chairman*

**ADOLESCENCE, Part I of Forty-third Yearbook.** \$2.25  
National Society for the Study of Education. Edited by Nelson B. Henry. Distributed by Dept. of Education, The University of Chicago, 1944, 385 pp.

A critical summary of recent scientific studies of adolescence. Findings cover physical, mental, emotional and social aspects.

**AS THE CHILD GROWS.**.....\$3.00  
By Helen Brenton Pryor, M.D.

Silver-Burdett Co., 1943, 400 pp.

Thorough presentation of the physical aspects of development from birth through adolescence. Stresses individual differences.

**BABY DOCTOR: Fifty Years of Child Care.**.....\$2.50  
By Isaac A. Abt, M.D.

Whittlesey House, McGraw-Hill Book Co., Inc., 1944, 310 pp.

A pioneer in pediatrics reviews the progress of the past fifty years in that field. A human account which includes his own rich experience with mothers and children.

**BOOKS, CHILDREN AND MEN.**.....\$3.00  
By Paul Hazard, translated by Marguerite Mitchell

The Horn Book, Inc., 1944, 176 pp.

(Copyright 1932 by Ernest Flammarion)

A sensitive and spirited commentary on children and their reading-interests in the past century written with rare insight and understanding.

**BOY MEETS GIRL IN WARTIME (pamphlet)**...\$.10  
American Social Hygiene Assn., Inc., 1943, 32 pp.

Informs and reassures young people about some of their relationships which especially need to be understood in wartime.

**BOYS IN MEN'S SHOES: A World of Working Children.**.....\$3.50  
By Harry E. Burroughs The Macmillan Co., 1944, 370 pp.

The story of the Burroughs Foundation for news-boys. A fine piece of applied psychology.

**BRINGING UP OURSELVES.**.....\$1.50  
By Helen Gibson Hogue

Charles Scribner's Sons, 1943, 162 pp.

A popular approach to the principles of personality development.

**CAMPING MANUAL, A.**.....\$2.00  
By R. Alice Drought A. S. Barnes and Co., 1943, 167 pp.

Careful analysis of fundamentals for camp administrators, counselors and parents. Emphasizes social responsibility, useful recreation, and the development of personality and resourcefulness.

**CHILD DEVELOPMENT AND GUIDANCE IN RURAL SCHOOLS.**.....\$2.50  
By Ruth Strang and Latham Hatcher

Harper and Brothers, 1943, 218 pp.

Sound material on education and guidance in rural communities. Shows what understanding teachers can accomplish, despite limited equipment and materials.

**CHILD DEVELOPMENT: Physical and Psychological Growth Through the School Years.**.....\$3.25  
By Marian E. Breckenridge and E. Lee Vincent

W. B. Saunders Co., 1943, 592 pp.

A well-written and scholarly book on child development, which takes account of the interrelation between physiological and emotional factors. De-

signed as a textbook, but of value for educated parents also.

**CHILDREN NEED ADULTS.**.....\$1.50  
By Ruth Davis Perry Harper and Brothers, 1943, 136 pp.

An experienced nursery school teacher offers simply written guidance to parents of small children.

**CHILDREN'S GAMES FROM MANY LANDS.**..\$1.00  
Compiled by Nina Millen Friendship Press, 1943, 214 pp.

Clear descriptions of the games of many peoples with brief notes on their cultural background. Useful for teachers and group leaders.

**CRIMINAL CAREERS IN RETROSPECT.**.....\$3.50  
By Sheldon and Eleanor Glueck

The Commonwealth Fund, 1943, 380 pp.

Analyzes data gathered on the adjustment of five hundred criminals, who have been followed over a thirty-five-year period, and presents a prediction table to guide those who work with offenders.

**DEVELOPMENT IN ADOLESCENCE: Approaches to the Study of the Individual.**.....\$2.00  
By Harold E. Jones and staff of Adolescent Growth Study, University of California

D. Appleton-Century Co., Inc., 1943, 166 pp.

A scientific study of the physical and psychological aspects of adolescence presented in readable form. Based on an individual case studied over a period of eight years by a group of trained observers.

**EDUCATION AND HEALTH OF THE PARTIALLY SEEING CHILD.**.....\$2.50  
By Winifred Hathaway

Published for the National Society for the Prevention of Blindness, Inc. Columbia University Press, 1943, 216 pp.

Proposes a program for the education of this large group of handicapped children and described steps already taken in some areas.

**EDUCATION AND THE UNITED NATIONS: A Report of a Joint Commission of the Council for Education in World Citizenship and the London International Assembly.**.....\$1.00  
American Council on Public Affairs, 1943, 112 pp.

(paper ed.)

Thoughtful consideration of the role of education in the post-war world, with specific recommendations for action by the United Nations.

**EDUCATION FACES THE FUTURE: An Appraisal of Contemporary Movements in Education.**.....\$3.50  
By J. B. Berkson Harper and Brothers, 1943, 345 pp.

A scholarly discussion of the controversial issues in modern education as related to the social problems of our day.

**EDUCATION FOR AMERICAN DEMOCRACY** \$3.75  
By James L. Mursell

W. W. Norton and Co., Inc., 1943, 528 pp.

A re-evaluation of American education in the light of its history and its future role. A deeply thoughtful approach.

**EDUCATION IN WARTIME AND AFTER.**...\$3.00  
By Stanford University School of Education Faculty

D. Appleton-Century Co., Inc., 1943, 465 pp.

A group of specialists in various fields of education consider the impact of World War II on American education and point out ways in which our schools can contribute to the war effort and to post-war reconstruction.



**THE EFFECTS OF THE WAR ON CHILDREN**  
(pamphlet)

New York State Board of Social Welfare, 1943, 189 pp.  
Analyzes the effects of war in increasing delinquency and offers helpful recommendations for concerted community action.

**FEEDING BABIES AND THEIR FAMILIES. \$3.50**

By Helen Monsch and Marguerite K. Harper  
John Wiley and Sons, Inc., 1943, 386 pp.  
The field of nutrition interpreted for family use. Practical directions and scientific explanations presented by two staff members of the College of Home Economics, Cornell University.

**THE FREEDOM TO BE FREE. \$2.50**

By James Marshall The John Day Co., 1943, 277 pp.  
Demonstrates that a truly democratic society can flourish only when its citizens are emotionally mature and suggests we use our modern knowledge of human psychology as a realistic tool for attaining that maturity.

**GENERAL EDUCATION IN THE PROGRESSIVE COLLEGE \$2.35**

By Louis T. Benezet  
Bureau of Publication, Teachers College, Columbia University, 1943, 190 pp.

A descriptive study of three experimental colleges—Sarah Lawrence, Bennington and Bard, showing the chief educational changes and their positive value.

**GROUP RELATIONS AND GROUP ANTAGONISMS: A Series of Addresses and Discussions. \$2.00**

Edited by R. M. MacIver  
Published by Institute for Religious Studies  
Distributed by Harper and Brothers, 1944, 237 pp.  
Representatives of various minority groups consider this problem without bitterness and from the point of view of national welfare and world order.

**INFANT CARE (pamphlet) \$ .10**

Children's Bureau Publication #8  
U. S. Dept. of Labor, rev. edition, 1942, 143 pp.  
Detailed advice on the physical care of the baby and his surroundings. An excellent revision in the light of recent pediatric thinking.

**AN INTRODUCTION TO GROUP THERAPY. \$2.00**

By S. R. Slavson The Commonwealth Fund, 1943, 352 pp.  
An interesting, detailed account of a seven years' experiment conducted by the author—an attempt to help emotionally disturbed children by working with them in groups.

**LET THEM PLAY: A Primer to Help Children Group Up (pamphlet) \$ .40**

By Clara Lambert and Rowena Shoemaker  
Play Schools Association, Inc., 1943  
Suggestions and work sheets for group leaders and teachers in charge of activity programs in play centers, camps and schools.

**LIBERAL EDUCATION. \$2.50**

By Mark Van Doren  
Henry Holt and Company, 1943, 186 pp.  
A brilliantly written analysis of today's higher education and a plea for the classical approach.

**MANAGING YOUR MIND: You Can Change Human Nature \$2.75**

By S. H. Kraines and E. S. Thetford  
The Macmillan Company, 1943, 374 pp.  
Stresses the importance of emotional states in determining bodily well-being. An excellent description of the functioning of the automatic nervous system, but less successful as a guide to personal adjustment.

**MATERNAL OVERPROTECTION. \$4.50**

By David M. Levy, M.D.  
Columbia University Press, 1943, 417 pp.  
A scholarly study of the causes and results of

maternal overprotection, its treatment and prognosis. Based on case records of the former Institute of Child Guidance.

**MENTAL HYGIENE IN SCHOOL PRACTICE \$4.00**

By Norman Fenton  
Stanford University Press, 1943, 455 pp.  
Formulates the basic principles of mental hygiene and explains its role in education, offering specific suggestions for a school guidance program.

**MENTAL HYGIENE: The Psychology of Personal Adjustment \$3.00**

By D. B. Klein Henry Holt and Company, 1944, 498 pp.  
Reviews the problem of mental disease, its prevention and control, and discusses the dynamics of mental health.

**MOBILIZING EDUCATIONAL RESOURCES: For Winning the War and the Peace. \$2.50**

Sixth Yearbook of the John Dewey Society  
Edited by Ernest O. Melby  
Harper and Brothers, 1943, 242 pp.

A group of eight prominent educators collaborate in a discussion of current and future needs of education with special emphasis on the need for federal leadership and support.

**NEW SCHOOLS FOR A NEW CULTURE: Experimental Applications for Tomorrow. \$2.50**

By Charles M. MacConnell, Ernest O. Melby, Christian O. Arndt  
Harper and Brothers, 1943, 229 pp.  
A stimulating report on an experimental high school whose purpose is to develop the techniques of democracy within the curriculum and thus prepare its students for citizenship.

**OUR AMERICAN BABIES: The Art of Baby Care \$2.50**

By Dorothy V. Whipple, M. D.  
M. Barrows and Company, Inc., 1944, 367 pp.  
A valuable manual for young mothers written by a wise physician. Combines detailed practical advice with deep feeling for children's physical and emotional needs.

**OUR NEW BABY. \$1.50**

By Lili E. Peller and Sophia Mumford  
The Vanguard Press, 1943, 32 pp.  
An understanding book for the young child designed to help him accept the new baby in the family. Includes a helpful note to parents.

**OUR YOUNG FOLKS. \$2.75**

By Dorothy Canfield Fisher  
Harcourt, Brace and Company, 1943, 329 pp.  
A wise, warm, and readable discussion of the problems of young people in our changing American culture. Interprets the findings of the American Youth Commission for the average citizen.

**PLAY CENTERS FOR SCHOOL CHILDREN: A Guide to Their Establishment and Operation. \$1.50**

By Adele Franklin and Agnes E. Benedict  
William Morrow and Company, 1943, 153 pp.  
A plea for after-school play centers and a wealth of detailed information for those who direct them.

**A PRIMER FOR PARENTS: 12 to 18—The Critical School Years. \$2.50**

By Frank D. Ashburn  
Coward-McCann, Inc., 1943, 196 pp.  
A headmaster, who knows boys, discusses in a non-technical way, some fundamental trends in modern education in public and private schools.

**PSYCHOLOGY AND THE NEW EDUCATION \$3.00**

By Sidney Leavitt Pressey and Francis Pleasant Robinson  
Harper and Brothers, Rev. Edition, 1944, 654 pp.  
This revised edition stresses education as a dynamic integrating force in producing mature personalities. Special emphasis on teaching in terms of developing the individual child, socially and emotionally.

**THE PSYCHOLOGY OF WOMEN: A Psychoanalytic Interpretation.** Vol. I.....\$4.50  
By Helene Deutsch, M.D.

Gruen and Stratton, 1944, 399 pp.  
A psychoanalytic interpretation of "the normal psychic life of women and their normal conflicts."  
An important contribution to the understanding of feminine personality.

**RACE: Science and Politics**.....\$2.50  
By Ruth Benedict

The Viking Press, Revised edition, 1943, 273 pp.  
A readable presentation of current anthropological findings on race, with a discussion of popular misconceptions and their bearing on race prejudice.

**THE RACES OF MANKIND** (pamphlet).....\$ .10  
By Ruth Benedict and Gene Weltfish

Public Affairs Committee, 1943, 31 pp.  
Summarizes the scientific facts refuting widespread misconceptions concerning racial differences and racial superiority.

**SCHOOL AND CHURCH: The American Way. An Historical Approach to the Problem of Religious Instruction in Public Education**.....\$2.50  
By Conrad Henry Moehlman

Harper and Brothers, 1944, 178 pp.  
A historical review of the role of public education in this country, criticizing contemporary propaganda for religious education in our public schools.

**A SOCIAL PSYCHOLOGY OF WAR AND PEACE**  
By Mark A. May \$2.75

Published for the Institute of Human Relations by Yale University Press, 1943, 281 pp.  
The Director of the Institute of Human Relations, in a careful and detailed study, shows how application of the principles of "social learning and conditioning" may lead to the establishment of lasting peace.

**SPEECH IN EDUCATION: A Guide for the Classroom Teacher**.....\$2.75  
By Ollie L. Backus

Longmans, Green and Company, 1943, 358 pp.  
Distinguishes the role of the teacher and the specialist in speech improvement and suggests practical classroom devices and techniques.

**STRONG AS THE PEOPLE**.....(cloth) \$1.00  
By Emily Parker Simon (paper) .60

Friendship Press, 1943, 165 pp.  
An impressive, but informal, book for young people, which stresses our American tradition of acceptance and assimilation. Includes much interesting information on our immigrant groups. Useful for group leaders.

**THE SUBSTANCE OF MENTAL HEALTH**...\$1.75  
By George H. Preston, M.D.

Farrar and Rinehart, Inc., 1943, 147 pp.  
Simple presentation of the basic laws of mental health as they operate toward good or bad emotional adjustment in the child's broadening environment.

**TEACHERS FOR OUR TIMES: A Statement of Purposes by the Commission on Teacher Education.** American Council on Teacher Education.....\$2.00

American Council on Education, 1944, 178 pp.  
Discusses the social significance of teaching and teacher education, stressing the qualities that should be sought for in those who are to guide the coming generation.

**UNIVERSITY OF MINNESOTA STUDIES OF GENERAL EDUCATION**, Malcolm S. MacLean, Editor

**THESE WE TEACH: A Study of General College Students**.....\$2.00

By Cornelia T. Williams  
University of Minnesota Press, 1943, 188 pp.

**BUILDING A CURRICULUM FOR GENERAL EDUCATION: A Description of the General College Program**.....\$3.00

By Ivol Spafford and others  
University of Minnesota Press, 1943, 353 pp.

**OUTCOMES OF GENERAL EDUCATION: An Appraisal of the General College Program**.....\$2.00

By Ruth E. Eckert  
University of Minnesota Press, 1943, 210 pp.

The University reports on its program for those young people who would not, for one reason or another, complete a four-year college course, but who would benefit by some higher education at the college level.

**WAR AND CHILDREN**.....\$2.00

By Anna Freud and Dorothy T. Burlingham  
International University Press, 1943, 191 pp.

An interesting record of children's reactions in modern war. Based on the work of the distinguished authors in the Hampstead Nurseries of England.

**WHAT MAKES A GOOD HOME?**

**WHAT MAKES GOOD HABITS: The Beginnings of Discipline** (pamphlets).....\$ .15 each (2 for 25c)

By the Staff of the Child Study Association of America, 1944, 24 pp. each

Two simple illustrated booklets offering help to new mothers in understanding their children's needs and their own in today's wartime world.

**WHEN CHILDREN ASK ABOUT SEX** (pamphlet) \$ .20

By the Staff of the Child Study Association of America, 1943, 16 pp.

A brief pamphlet designed to help parents in answering children's questions and fostering sound attitudes toward sex.

**WHEN PEOPLES MEET: A Study in Race and Culture Contacts**.....\$3.50

Edited by Alain Locke and Bernhard J. Stern  
Committee on Workshops

Progressive Education Association, 1942, 756 pp.

A compilation of important sociological studies clarifying the relations between dominant and minority groups. Material from the past and present, from America and the rest of the world.

**WOMEN IN WARTIME** (pamphlet).....\$ .35

The Institute for Psychoanalysis, Chicago, 1943, 40 pp.

Outlines some of the emotional reactions and adjustments of women not under actual danger to war and wartime living. Includes many of the typical experiences of mothers, wives and young girls today.

## FICTION

**THE CABIN**.....\$2.50

By Marquis W. Childs Harper and Brothers, 1944

**STRANGE FRUIT**.....\$2.75

By Lillian Smith Reynal and Hitchcock, 1944

**THUNDERHEAD**.....\$2.75

By Mary O'Hara J. B. Lippincott and Company

**A TREE GROWS IN BROOKLYN**.....\$2.75

By Betty Smith Harper and Brothers, 1943

**WHILE FATHER'S AWAY: GEOFFREY ON THE HOME FRONT**.....\$1.50

By Geoffrey and Mother The John Day Company, 1944



## Book Reviews

*Our Young Folks.* By Dorothy Canfield Fisher. Harcourt Brace and Company, 1943. 329 pp. \$2.75.

In her inimitable charming style, Dorothy Canfield Fisher brings her characteristic insight to play on every aspect of the youth problem—education, personality development, youth's uncertain place in the economic world, marriage and children and many more. The factual data stems from the findings of the American Youth Commission of the American Council on Education, of which she was a distinguished member for the six years of its existence, and whose official report was published in January, 1942, under the title, "Youth and Its Future." It is hard to imagine anyone but Dorothy Canfield Fisher being able to take those pre-war findings and infusing them with historical perspective, urgency, and timeliness. In the pages of "Our Young Folks" we find a discussion of some of the most vital problems which confront humanity today. It also has an appendix with detailed material on aptitude testing as used in the army, as well as one chapter entirely devoted to personality and aptitude tests and how they can affect the work choices of boys and girls.

Mrs. Fisher shows us graphically and clearly the dilemma in which youth found itself at the beginning of the depression, when the expected sequence of productive jobs after schooling failed to materialize. This is told with such illumination and with such a wealth of folksy examples that it would be difficult to imagine a reader who would not be impressed by the picture. At the same time there is no reproach, no retroactive blame placing; there were forces beyond our control moving along so swiftly that none of us could see clearly.

Now, however, the author sees no excuse for blindness and inaction. Never again must young people be considered a separate class to be kept on ice—all in the name of education—until we need them. A few chapter headings indicate the scope of the book—"Puzzling Forces at Work," "The Old Pattern Doesn't Fit," "Paid Work for Students," "The Idea of N. Y. A."

To me the most significant part of the book deals with the uncertain place of woman in the modern world. Mrs. Fisher points out that "there is far more danger to society because women have had less time to adapt themselves to new conditions than men, having been thrust more abruptly out of the sim-

plicities of pre-industrial life into the changing swift complexity of modern specialization." Commenting on the confusion about "woman's place," she says, "Women have, with no consent or will of theirs, been transplanted, like Negroes, from their old homeland where they were bosses of the useful work they did into a new world where, like colored people, they are regarded as servitors, never as bosses. For all that is said by wise and experienced psychologists about the deforming, stunting, and warping effects on young human personalities of entering life under the handicap of a before-the-fact discrimination is as true of girls and women as of Negroes."

Mrs. Fisher is well aware of the difficulties of adjusting the modern girl and woman to the various phases of her life cycle—the before-children stage (almost identical with man's), the child-bearing and child-caring period, so distinctive and absorbing, the "when they are older" stage. She recognizes that all the so-called solutions, such as nursery schools, are only partial solutions. What she is certain of is that women must find new ways to enable them to live useful, rich lives. "There is no reason to fear that our daughters, if their minds are kept clear of fog and their hearts unchilled by apprehensions from the older generation, will not joyfully take on the magnificent burdens of physical maturity, will not in new living conditions find new ways to combine really useful work and motherhood, exactly as women of the past always have." Among other truths, Mrs. Fisher points out the obvious fact that since more than half of the votes in our country are cast by women, if the majority of these women during their mature years are relegated to a petty life, then our society will suffer.

The fundamental problems of youth are summed up in this way: "The coming of the war gives no solution to that great problem of preparing the mass of our youth for useful service under modern conditions. Practically and realistically, this unsolved problem is now recognized as one of the main causes for the insane confusion of our times. For who wore the black and brown shirts of Fascism and Nazism if not young people who had been able to find neither the right training to fit them for work, nor the chance to secure their fair share of economic independence? War does no more than postpone the solution by absorbing for a while most of our younger generation.

(Continued on page 123)

# Children's Books

## GUIDES TO VOCATIONS\*

IN THESE uncertain days, almost the only people who are planning for the future are the boys and girls still in high school. For these young people there has always been a need for books which give an over-all view of available careers, and this is still true today. While a large number will automatically move into the Armed Forces, those at home will find increasing demand for their services. It is important for them to choose deliberately, lest the first careless or accidental placement unwisely determine the work of a lifetime.

To those fortunate ones whose definite talents already direct their choice, there are books written by qualified men and women highlighting special careers in terms of requirements, opportunities, and rewards. Such a book is *Be An Artist*, by Marion Downer (Lothrop, \$2.00), who writes with quiet assurance of ways and means of marketing work in the art world and whose ability is evidenced by her lively sketches which illustrate the book. *Careers in Commercial Art*, by J. I. Biegeleisen (Dutton, \$2.75), is an easy-paced book, packed with sound information concerning the possibilities of each branch of the profession and touching on such subjects as the development of animated cartooning, and the social and economic factors behind industrial design. *Help Wanted—Female!* by Margaretta Byers (Messner, \$2.50), is ultra-modern and journalistic in style, and presents a plan for self-analysis as well as one for achieving success in the fashion designing field. It lists more than thirty possible posts, and is illustrated by smart fashion drawings.

*Inventing for Fun and Profit* (Coward McCann, \$2.00), is to the inventive boy at once lively reading and a valuable guide to practical procedures and sensible precautions. Full of diagrams, it is most inviting to the mechanical-minded reader. *Your Career in Chemistry*, by Norman V. Carlisle (Dutton, \$2.50), is a really comprehensive study of this field of immense opportunity, with space devoted to special openings for women, and illustrated with many fascinating photographs.

In *How to Be an Engineer*, by Fred D. McHugh (McBride, \$2.00), the author starts with the premise that in order to determine a boy's fitness for the work it is necessary to know the boy as well as the field

of engineering. On this thesis he presents a picture of all branches of engineering, of schools, requirements, opportunities, and futures, in a book full of good writing and straight talk. *Young Men and Machines*, by Raymond F. Yates (Dodd Mead, \$2.00), has for its subtitle *Career Guidance for the Machine, Tool, and Mass Production Industries*, which accurately describes the scope of the book, but gives no hint of the descriptive detail that will make both profitable and exciting reading for all machine-loving youth.

For a completely different type—the out-door young man—there is *How to Be a Forest Ranger*, by E. M. Steele (McBride, \$2.25). What seems, at first glance, to be a peacetime occupation, here becomes a dramatic part of the war picture. It is a first-hand view of the field, an absorbing account of the life itself, its requirements and rewards, and its importance in postwar planning.

Within the framework of a boy's experience as a commercial photographer before entering the army, *Pictures by Pete*, by Darrell Huff (Dodd Mead, \$2.00), presents extensive and sound photographic procedure, and a good survey of opportunities in various phases of this work. So does *Photographic Occupations*, by Captain Burr Leyson (Dutton, \$2.00), with short, dramatic accounts of about twenty widely diversified fields in which photography plays a vital part—such as aerial photography, book illustration, public relations work and nature photography.

Dramatic, too, is the lively presentation of the part advertising plays in modern life, in *Let's Look at Advertising*, by William Clayton Pryor and Helen Sloman Pryor (Harcourt, \$2.00), which tells how to prepare and how to "get there" in an honestly critical and sound evaluation. Something of the same straightforwardness is evident in *Lady Editor*, by Marjorie Schuler, Ruth Adams Knight, and Muriel Fuller (Dutton, \$2.00), which gives a realistic picture of what and what not to expect in a woman's career in the newspaper or publishing business. The book is fascinatingly full of personalities in the field with presentations of their individual points of view. *How to Be a Newspaperman*, by Neil MacNeil (Harper, \$1.75), describes every branch of work on a newspaper, with emphasis on each man's "field of competence," written sharply, with the vitality of

\* The Winter, 1939-40, issue of CHILD STUDY listed many vocational books which are still valuable guides.



one to whom the profession is not only well known, but well loved.

*A Practical Handbook for Secretaries*, by Beatrice Wilson and Louise Denny (Scribner, \$1.90), combines a human approach with intelligent plans for getting and managing a job. Every conceivable angle is covered in a book so organized as to set a pattern for streamlined efficiency. *Your Career as a Food Specialist*, by Doree Smedley and Ann Ginn (Dutton, \$2.50), presents the drama of the food industry in terms of top-notch careers for women. It discusses training on several levels with detailed information on requirements and placement, and due emphasis on the security inherent in work dealing with a basic necessity. The style is breezy, and the book lively and readable.

Slightly more sedate, but companionable and friendly in tone, is *Your Career in Nursing* by Cecilia L. Schulz, R.N. (Whittlesey House, \$2.00) which gives a sound survey of this profession in its various fields and lays emphasis on the part the proper choice of a school plays in later development. In *Nurse!* by Irmengarde Eberle (Crowell, \$2.00) this survey is carried further to include opportunities brought about by the war. Along with the terse history of the rise of nursing from its unsavory beginnings, runs a swift account of the development of medicine. In spite of a few slight inaccuracies, this is a sound guide.

In a world at war, with women's work needed everywhere, *Girls at Work in Aviation* by Dickey Meyer (Doubleday, \$2.50) extends girls' horizons with a sense of the drama implicit in each job. Written in easy and friendly fashion, it is an excellent and timely guide to a field occupying the thoughts of many girls today. *Wartime Jobs for Girls*, by Mary Rebecca Lingenfelter (Harcourt, \$1.75), is written for girls from 13 to 20, and considers many kinds of work from after-school opportunities to full-time jobs in home, field, factory, store and behind the armed forces. We find here the same orderly presentation and competent writing as in this author's excellent *Vocations for Girls* along with complete understanding of both the long and the short view in relation to jobs. The point of view is refreshing, for it stresses everyday jobs near home and invests them with dignity. *Vocations for Boys*, by Harry Dexter Kitson and Mary Rebecca Lingenfelter (Harcourt, \$2.50) tries also to point to the nearer, simpler jobs and away from the white collar variety, though these careers, too, are fully considered. Their realism and honesty gives these books outstanding value as practical guides. *Career Guide* by Esther Eberstadt

Brooke and Mary Roos (Harper, \$3.00) is a handbook covering various areas of work, containing suggestions for self-analysis, and tests that have value, not so much in themselves, but as suggestions for more serious vocational testing. It is unfortunate that specific mention of accredited vocational guidance agencies is omitted, though the book is of undoubted value to the student in a high school without a guidance program.

No discussion of work opportunities for young people would be complete without mention of Dorothy Canfield Fisher's distinguished study of changing conditions from apprenticeship days to today, and her challenging blueprint for the future. For those of us who watched the growing up of a generation that had no future till the war came, there is poignancy in the first half of *Our Young Folks* (reviewed elsewhere in this issue) and, in the second, a timely hope that we will not repeat our mistakes.

ELEANOR BRENT

## FRESH EVIDENCE ON AN OLD PROBLEM

(Continued from page 101)

nize the tough assignment which we, with the children, are undertaking. It is true that it isn't as easy a world as it looked to be in 1929. All the problems which have already presented themselves should be a sufficient challenge to keep us from sitting back and taking life easy, feeling that an armchair existence was good enough for us. Maybe there is some toughening up that has to be done in terms of our own steeling of spirit to be adequate to the tasks of this generation, but it doesn't require a harsher relationship with children; quite the contrary, I think. If it is true that the tasks of the war and the even greater tasks of the peace are going to make tremendous demands upon us, the more need is there for mutual understanding, for genuine warmth of human relationships and for effective cooperation.

### SPECIAL SERVICE TO STUDY GROUPS

Specialized services are available to study groups throughout the country who are affiliated members of the Child Study Association of America. Detailed study outlines adapted to the special needs and interests of different groups; individually prepared reading lists; sample pamphlets; one free subscription to *CHILD STUDY QUARTERLY*; pre-publication rates on Association books; special rates on Association pamphlets in quantity. Affiliation fee: \$10 per year.

For further information write to "Study Group Department," Child Study Association, 221 West 57th Street, New York 19, N. Y.

## Radio Programs for Children

THE WAR, and the world situation, have made singularly little change in the radio fare offered children on the networks. After nearly three years of war and of international seeking toward an equitable peace, children's radio continues its patterns of adventure, mystery, and fantasy.

True a war note has been injected into most of the adventure and even the fantasy programs by the introduction of our enemy as the villain of each piece. Instead of jewel thieves, *Dick Tracy* now tracks down enemy agents; instead of diabolical scientists, *Superman* now copes with the super-brain creations of diabolical Nazis; instead of Zulu Islanders, *Jack Armstrong* now outwits some mythical tribes of natives stirred up by German agents. The *Sea Hound* adventures stress South American good neighborliness and *Captain Midnight's* secret missions have moved to somewhere in Europe. Only the *Lone Ranger* continues to foil cattle thieves and horse rustlers!

Of the programs which have arrived on the networks since the war began, two are definitely about the war: *Hop Harrigan*, "America's Ace of the Airways," has fought his way in and out of practically every theatre of war, forging, as he goes, a tie of appreciation and friendship for the people of Europe's heroic underground. *Terry and the Pirates* hover over China and Burma on a mission of good-will that helps build up in American children a feeling of respect and sympathy for the Chinese people. Both of these programs are entertainment plus.

Without wishing to decry the values of fantasy and adventure which have a legitimate place as entertainment in time of war as in peace, one wonders why in such critical times, this vast and valuable medium has not also been used to give our American children a picture of the world today and a vision for the future. The older children listen perhaps to such programs as the Norman Corwin plays, *Cavalcade of America* or the MacLeish epic, and learn from these something about this country and this war. The Blue Playhouse gives them biography of contemporary heroes. But radio has been painfully unheeding of its golden opportunity—more than that, its obligation—to give younger listeners background and inspiration for the task which will be theirs—the building of a better world, a truer democracy and a lasting peace. Why are we so neglectful of the children?

JOSETTE FRANK

## Community Action in Family Living

AMONG the visitors at Child Study Headquarters last month were twenty-one graduate nurses from the Division of Nursing Education at Teachers College, Columbia University. They were taking an advanced course which carries sound child care principles into the field of health care.

This project is noteworthy because it makes practical application of the concept that nurses can't treat sick children effectively unless they also understand well children.

Along with their experience with sick children at Babies' Hospital and New York Hospital, these nurses study well children in the community. Assisting in nursery schools is part of the course, correlated with class work in normal child development and mental hygiene. Field work (that was where Child Study came in) now includes visits to well-baby clinics, housing projects with their maternal health centers and nurseries, children's libraries, the Child Welfare Federation and many others.

The idea on which the course is based has been taking shape in the profession of nursing over a period of years. Many schools of nursing have included child development in the course of study. It seems to have taken the war, however, to bring the need to the fore. Nurses are meeting at first hand much wartime disruption in family life. This is particularly true of the Public Health Nurse. It is no longer theoretical that "disease is only one factor preventing normal growth"; it is distressingly evident to the hospital nurse as well as the Public Health Nurse that emotional and family upheavals must be taken into account in helping sick children get well. The greatly increased demand for trained nurses and the bottleneck in facilities and personnel for training them has forced nursing schools to explore the community for new resources in student training.

The graduate nurses will utilize this experimental course at Teachers College as background for mobilizing their own communities for nurses' training. A hint as to how such a course can be applied locally may be taken from the ingenuity of Miami Valley Hospital in Dayton, Ohio. To get married nurses back into the professional field, Miami Valley Hospital set up a nursery school to care for the children while the mothers worked in the hospital. Student nurses, in turn, now use the nursery school for inservice training in pediatric nursing. RUTH A. MATSON



## DISCIPLINE IN THE HOME

*(Continued from page 106)*

children this positive and vital kind of discipline. With smaller families and with households almost devoid of meaningful activities, parents must make a special effort to find for their children opportunities to share in whatever is being done. Assigning household chores, in the hope of recapturing the benefits of a harder past, is not the solution. Aside from the fact that there are not enough chores, there is the even more important consideration that such assignments have the effect of pushing the child still further outside the family circle. You can get a child to do a dozen or a hundred things "for mother" or "for daddy," without once making him feel that he is an integral and important member of the family.

On the farm, which we like to hold before ourselves as the ideal setting for the nurture of character as well as of other useful products, a boy would open the gate and close it to allow the wagon to pass. He did not do this as a favor to father; he did this in the normal course of events because he was the responsible person to perform this particular task. He did it with complete realization of how it would keep cattle from straying or keep the cows out of the corn. When a city mother asks her daughter to stop off on her way from school to fetch a loaf of bread, she often makes the child feel that she is being imposed upon to go out of her way for the mother's benefit; or, perhaps just as often, that the girl is somehow remiss because she is a useful citizen at home only on such special occasions.

For the sake of happy home relationships, as well as for that discipline we know to be so important in a child's life, he must have from the first a sense of participating in all the doings and eventually in all the problems of the home. You can tell almost immediately, when you come into a home, whether the adults in it are living for their children, or *with* them. From the time when you deprive the infant of the opportunity to feed himself (because it is easier to avoid the mess by doing for him), to the time when you finish buying your high school children their outfits (because you do so want them to look nice and still make the money stretch), you may be protecting them against the most useful experiences available for the growth of true discipline.

In the work of the Child Study Association we have for years been concerned with this question of positive discipline. We have been confronted with parents asking "Do you believe in freedom or in discipline?" as though the two terms were mutually

exclusive. I would like to say that we believe, all of us, in the kind of discipline that will enable the child himself to find freedom. We want him to learn to use freedom and to live for freedom as we are fighting for it now.

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## SCIENCE CONTRIBUTES

*(Continued from page 113)*

Too much emphasis cannot be placed on careful investigation of the role which may be played by such factors in behavior problems and illnesses during early infancy. If such injurious influences are eliminated from the infant's early environment, many childhood disorders such as constipation, susceptibility to colds, indigestion and allergy can be prevented from becoming chronic or even completely avoided. Many illness tendencies of adults which have been labeled hereditary or constitutional have their background in childhood injuries brought about by faulty emotional attitudes in the parents. The human being is never so susceptible to this type of damage as during the period of infancy. Physicians aware of this fact can interest the parents in observing the child and develop in the parents an attitude of cooperation which is sympathetic and objective rather than frightened. Only too often well-meaning physicians call the mother's attention to the far-reaching effects of her emotional attitudes on the child in such a way as to activate her insecurity, or even guilt, rather than her capacity for understanding and confidence.

It is easier to stop the vicious circle of reciprocal guilt if the mother can avoid blaming herself or her child for whatever happens and instead use the two-year-old wisdom of "fix it, forget it and have fun."

None of us can expect to be perfect parents, just as none of us can expect to be God, in the sense of being omniscient, omnipotent and omnipresent. Parents who accept this truism need not feel guilty when something unfortunate happens to their child. If the parent feels guilty, such feelings are confusing and limit his ability to do the right thing after the emergency has arisen. Hippocrates wrote long, long ago that, "The physician sets the bone but Nature heals the wound."

Nature heals with the child, too, as long as the parent follows the formula, "Put something on it, fix it, forget it and have fun." Nature is impeded in healing if one becomes obsessed with whatever injury has happened and is too much confused, by feelings of guilt or inadequacy to take appropriate action.

## DISCIPLINE FOR CONFORMITY OR FOR COMPETENCE?

*(Continued from page 98)*

roots of early childhood. I hope that all the present emphasis on nursery education and child care centers is going to continue. But do we still understand, is even this organization making itself felt as effectively as it might, in the training of little children in such important things as the matter of prejudice? You can't do much if you are licked the first five or six years. Those of us who have watched kindergartners know the load of prejudice those five-year-olds carry—strong, deep-seated prejudices, most of which they will never lose.

Fourth, we must lift the level of parent education above that of a church, social, or other group who raise money for something or other, or listen to a lecture. Somehow or other, parents must be identified not only with the life of the school but the life of the community around them, in a way that brings the education of children into that compass.

Fifth, and this, to me, seems the most timely thing that can be said: We must come out strongly for united action. By that I mean the school is no longer going to save anybody, the church is no longer going to save anybody, the social agencies are not going to save anybody. One thing we are learning in this war, a great gain, I believe, is that any problem having to do with human beings must be approached in a united fashion; this is the contribution that parents can make.

In Philadelphia we call this, in some of the experiments that are going on, "combined operations." Instead of going into a community and setting up a settlement house and saying, "All of you come over and have a good time, and we will abolish delinquency," we are saying that we will go into the neighborhood and find where the leadership is, and what the churches think they can do about it, and what the school thinks about it, and that a dozen competing social agencies can do about it, and maybe we can all get together and create a neighborhood which will be safe for children to live in. That is the most challenging thing, it seems to me, that schools, school groups, parents, teachers, and children can do.

In our own community, our school, which is a Quaker school, has been guilty of a good deal of isolation, I am afraid, but it has joined with the local high school and other schools in the neighborhood, and then with the school's community council, and all the community work being done in that school by young people is cleared through this planning group

of young people. They are learning the lesson of united action and losing prejudices so fast you can almost see them drop.

An example of that, of course, should be set by us for them, but I believe that this united action is another means by which we can put a premium upon competence.

Now, please don't set up some straw man and say, "I don't believe in discipline, or external discipline. I don't believe in conformity." A competent person will always conform when he has to. There is no data to show that competent, liberally educated people go through red lights any oftener than any other people. There are a great many levels of social and political conformity which anybody with ordinary common sense will probably realize have to be complied with. But on the higher levels, let's have competence.

What is a competent person? I think that John Dewey gave the correct answer when he said that "A competent person is one who has learned to act with and for others, while he learns to think and judge for himself."

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## DISCIPLINE IN THE CLASSROOM

*(Continued from page 105)*

in a punitive climate and have them happy and growing normally. The real, basic rejection type of person—one who rejects children rather than accepts them—creates a punitive climate, and is different from one who punishes occasionally.

Another type of "sick group climate" is that of emotional overdependence. A climate may be one where the teacher wants everybody to love her, and everything has to be sweet and good. "Children, you didn't want to do that." If there is too much sweetness, and the children do things just to get affection from their teacher, it is about as bad as a punitive climate. It makes them just as dependent and as confused, and jealousy develops in the group.

No. 9. Then there is the "hostile competition climate." Competition is good in small doses, but it need not be so aggressive. Youngsters in groups are lured into moral indignation against each other; a youngster has to trample down his neighbors and gang up on his pal, and that causes much mischief. We are immoral in terms of group moralities. In many of our classrooms we haven't caught on to that. We have caught on a little now because of the realization of the need for group morale, but on the whole we are still very far behind. In a climate where children are taught to war against each other, you



get disorganization, you get outcasts, a few rebels, and a dozen discipline problems.

No. 10. Another group climate is that of autocratic over-organization. I don't have to describe that. Go into any classroom and you have good examples of it. Then there is the climate of insecurity through absolute *laissez faire*; and there are a number of others.

Wherever you have disturbances or a sick climate you produce problems and problem disturbances. The bully will prosper under punitive conditions. He can be the flogging boy to beat up the others. The most maladjusted makes the most perfect adjustment in the punitive jail. He is the type that makes a good jail adjustment as compared to the normal child.

In every group you have certain children who develop special roles. Some youngsters are teacher's pets or at least want to be; some are the enthusiastic janitorial assistants who always want to do the chores, and if they get that they are happy, and the moment they can't have that, something is wrong. Some of them are clowns, with or against the adult, and always know the good joke ahead of time, and you don't like it and you worry whether you will lose your power over them, and get mad at them. Some of them are rebels, whenever there is a chance to be rebellious about something. Then there is the born group executioner. He flourishes in disciplinary situations. Watch out for that in self-government situations. We open a job for the group executioner, and besides giving him the job and the fun of it, we give him the moral excuse not to have any feelings of guilt.

The last point I want to hint at is the tremendous problem of groupings. By that I don't mean selecting by alphabet or I.Q. but being aware of the variety of factors which enter into a well-planned or badly planned group, or well-matched or badly matched group. We don't seem to know too well how to match *two* people; how can we finish the job of matching a group? Most group workers are baffled by it. Rather than produce beautiful patterns of punitively run institutions which look good to the newspaper reporter, we ought really to try to develop a system and science of group psychological engineering in which we could go into the classroom, help the teacher evaluate what she does not only in terms of Johnny and Mary, but in terms of the health and atmosphere of the whole group. We need more group psychological engineering in the family as well as the classroom, and, as I see it, these are the steps toward a more adequate solution of practical discipline problems.

## BOOK REVIEWS

(Continued from page 117)

In the meantime, in addition to remembering that the problem exists and will face us again, as much of an enigma as ever at the end of the war, we can profitably take a look back over the past, so close to us, and trace out the course of providing for our youth in some other way than in the traditional old paid jobs of private industry, the indispensable vitamin of work."

SIDONIE MATSNER GRUENBERG

*Psychology and the New Education.* By Sidney L. Pressey and Francis P. Robinson. Harper and Brothers, 1943. 643 pp. \$3.00.

"Psychology and the New Education" cannot help but give teachers a new insight into their techniques and attitudes in guiding the youth of the nation into responsible maturity. Using both case histories and their own rich experience, the authors show the interaction between home and school, and the necessity for the teacher to see the whole picture of each, in order to understand the child and to help his development. The emphasis is placed throughout upon the teacher's obligation to stimulate the development of the whole child in his total environment and to make the school an integrated part of community living, where learning becomes the basis for social and emotional growth into maturity.

MARY STEWART JONES

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# News and Notes

## Well-Baby Clinics

A folder called "Maintaining Well-Baby Clinics in Every Community" has been prepared by the Children's Bureau of the U. S. Department of Labor to show professional and lay groups how they can take part in community planning for such child-health supervision. The folder explains why well-baby clinics are needed, what can be done if no clinics exist, and how existing clinics can be made more effective in wartime. Copies may be obtained free of charge from the Children's Bureau, U. S. Department of Labor, Washington, by asking for Folder 31.

## Infantile Paralysis

The National Foundation for Infantile Paralysis has issued the following suggestions to parents and leaders of groups of children about necessary precautions during the summer months when the incidence of poliomyelitis is greatest: Avoid contact with new groups of people; screen houses against flies and mosquitoes; stay away from swimming pools, beaches, and waters which might be polluted; avoid putting anything into the mouth which might be soiled by the discharges of human bodies; get plenty of rest; remain calm in the face of actual epidemic so that panic may not be spread to youngsters with irreparable psychological harm.

Camp directors or group leaders seeking more specific advice on health precautions may communicate with the National Foundation for Infantile Paralysis, 120 Broadway, New York 5, N. Y.

## Intercultural Education Workshops

Two Intercultural Education Workshops will be held this summer, one at Teachers College, and the other at Harvard University, beginning July 3. At Teachers College the session will run from July 3 to August 11, and will be under the leadership of Stewart G. Cole of the Bureau for Intercultural Relations. A demonstration school, on junior high school level, will be associated with this workshop under Miss Alice Stewart, Principal. At the Graduate School of Education, Harvard University, the workshop will be under the leadership of Clifford R. Bragdon, and run until August 12.

Both workshops will include two groups, elementary and secondary school teachers and supervisors in

one, and instructors in teachers colleges and administrators of school systems in the other. Applications should be made in writing to Professor Evan R. Collins, Lawrence Hall, Harvard University, Cambridge, Mass.; and Professor Donald P. Cottrell, Teachers College, Columbia University, New York.

## Family Relations

The National Council on Family Relations will hold meetings at the Stevens Hotel in Chicago from June 18 to 20. These meetings will be devoted to working sessions of conference committees jointly with the American Home Economics Association and the National Council of Parent Education. The program is centered on problems facing the family in the post-war period, with special emphasis on marriage and family counseling. The subcommittee to consider the function of teachers in family counseling has been called together by Ruth A. Matson, Executive Assistant of the Child Study Association of America. For further information about these meetings, inquiries should be addressed to E. W. Burgess, National Council of Family Relations, University of Chicago.

## Women at Work in Wartime

A handbook of information on the problems of recruiting women for industry—"Women at Work in Wartime"—has just been issued by the Public Affairs Committee, 30 Rockefeller Plaza, New York (ten cents). It shows that the job of convincing millions more women that they are urgently needed in industry has yet to be done. A serious stumbling block is the lack of adequate child care centers. The pamphlet considers this and many related problems, such as training, equal rights and equal pay, discriminations, and women's service auxiliaries.

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